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ABSTRACT

The objectives of this exemplary career orientation program were to provide children in Grades 3-6 with opportunities to: (1) broaden their occupational aspirations and self-image, (2) develop the concept of the dignity of work and pride in workmanship, (3) identify community problems, explore alternative solutions, and contribute to improvement of human life, (4) become aware of occupational opportunities, and (5) formulate through exploratory experience more specific career goals and make wiser course choices for Grades 7-12. During the past 2 years, 8,771 students and 426 teachers have participated in the project activities which were designed to make a classroom of the community by utilizing community resource people in the classroom and by making field trips to various community agencies. Verbal, subjective reports from administrators, teachers, and parents indicate that the program has contributed to a change in student behavior. The children are manifesting a greater degree of: (1) respect for themselves, (2) confidence in learning new things, (3) ease in speaking before peers, (4) knowledge about job opportunities, and (5) pride in their community. Several project materials, including the project proposal, are appended. (SB)

ED 068734

COMMUNITY-CAREER ORIENTATION PROGRAM

FINAL REPORT

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June 15, 1972

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
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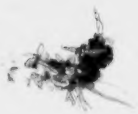
EVALUATION STRUCTURE OVERVIEW



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Title:	COMMUNITY-CAREER ORIENTATION PROGRAM
Contracting Agency:	Consolidated School System of New Britain
Program Duration:	July, 1971 - June 30, 1972
Program Director:	Gilbert K. Hatch, Jr.
Program Evaluators:	Gilbert K. Hatch, Jr. Director Community-Career Orientation Program Mr. Charles J. Clock, Jr. Coordinator of Research West Hartford Public Schools West Hartford, Connecticut Mr. Marcell P. Greco Guidance Coordinator Mr. Arthur H. Kevorkian, Director Vocational Education Mr. Donald G. Paris, Director Guidance Department
Program Location:	New Britain, Connecticut
Total Federal Funds:	Vocational Education Act-68 $44,859.50
Date Transmitted:	September 8, 1970

I. Summary of Program

A. Overview of Program

During this past school year third, fourth, fifth and sixth graders used the community as an extension of their classroom as part of the Community-Career Orientation Program. This program hopes to be the bridge between elementary education, the vocational education program in the secondary schools and the real world of work. This program is dedicated to the proposition that "Children must be introduced to the world of work while they are still in elementary school. Postponing occupational orientation until a child is in secondary - or, worse, not teaching occupational orientation at all - - can put the child at a distinct disadvantage."

B. Most Important Facts

1. Program Objectives

This program is designed to provide children in grades 3-6 with opportunities:

a. to broaden their occupational aspirations and self-image.

b. to develop the concept of the dignity of work and pride in workmanship.

c. to identify community problems, explore alternative solutions and contribute in a positive way to the improvement of human life.

d. to become aware of occupational opportunities in New Britain and in a changing competitive and multi-cultural world.

e. to formulate through practical exploratory experiences more specific career goals and to make wiser choices of courses for grades 7-12.

2. Individuals served

1970-71 Active participants -

3,823 pupils in grades 3, 4 and 5 in the 12 New Britain public elementary schools, 3 state public elementary schools and 5 non-profit elementary schools in New Britain - involving 187 classroom teachers of grades 3, 4 and 5 together with the special teachers of art and music in the elementary schools.

619 pupils in grades 3, 4 and 5 are on the city's list of disadvantaged pupils.

1971-72 4,948 pupils in grades 3, 4, 5 and 6 in the 13 New Britain public elementary schools, 2 state public elementary schools and 5 non-profit private elementary schools in New Britain involving approximately 239 classroom teachers of grades 3, 4, 5 and 6 together with the special teachers of art and music in the elementary schools.

787 pupils in grades 3, 4, 5 and 6 are on the city's list of disadvantaged pupils.

C. Program Context

1. A program for public and non-profit private school pupils in grades 3 through 6 in the regular and special education programs in 15 public elementary and 5 non-profit private elementary schools of New Britain, Connecticut.

2. A cooperative program involving all sectors of the community in broadening the pupils' vocational aspirations and their knowledge of the complexities and interaction of people, their environment and technology.

3. A study of career opportunities in relation to (1) the personal needs and capabilities of each child (2) the changing national economy and (3) employment qualifications.

4. A multi-funded program drawing (1) direct financial support from the local Board of Education, EPDA and other federal programs (2) indirect financial support from the services of paid employees of Channel 30 WHNB-TV-NBC, Office of Economic Opportunity, the New Britain Police and Fire Departments and other municipal departments, the Chamber of Commerce, and the Center of Economic Education at the University of Connecticut (3) support through volunteer services from a wide variety of community and educational organizations such as (a) the New Britain Garden Club (b) the New Britain Museum of American Art (c) the Industrial Council (d) Historical Society (e) Spanish Center (f) Ethnic Societies (g) Students at Central Connecticut

(h) P.T.A., (i) E. C. Goodwin Regional-Vocational Technical School (j) Children's Museum (k) Burritt Mutual Savings Bank.

5. A program involving the parents in a teacher-learning situation that will help broaden the parent's understanding of the community, state, and nation and the career opportunities open to their children.

6. The development of a sequential program and guide on vocational preparation for pupils in grades 3-6 as a part of the final report.

D. Setting to Which Objectives Applied

New Britain, an industrial city of 82,000 people and approximately 20,000 pupils in public and non-profit private schools, is listed as the second priority city on the State Plan for Vocational Education. It is a city with a recent influx of foreign born pupils, Blacks from the South, and a rapid increase in the Puerto Rican population within the last two years. The minority groups' desire for better job opportunities and better education for their children has placed increasing demands on the school system for an extension of its program.

Many children, but particularly minority group children, have limited views of their own capabilities. As a matter of fact, those children have low vocational aspirations partly because they don't see themselves in relation to employment opportunities.

We have already established a program for Industrial Careers in the secondary schools but our experience with this program has indicated that we are not reaching the students soon enough. There is a demonstrated need for a bridge between elementary education, the vocational education program in the secondary schools and the real world of work.

We are also establishing for the 1972-1973 school year a Career Exploration Program for grades 7 to 9. Work on this project is going ahead and will be ready in September.

E. Program Activities

1. Field Trips into the community
2. Resource people in classrooms
3. Photography for documentation
4. Peer-teaching by PIC students
5. Career Exploration Day
6. Beautification by planting
7. Project Ecology
8. Creative dramatics for self-awareness
9. Use of Local Natures trails
10. Talcott Mountain Science Center
11. Ethnic Day

F. Evaluation Techniques

1. Pre and post tests
2. Film, slide and tape documentation
3. Written and oral testimonies by principals, teachers, pupils, parents and community leaders.

G. Conclusions and recommendations

1. Continue the program in grades 3 to 6 in 1972-1973
2. Continue fourth grade field trips to New Britain Museum of American Art
3. Continue fifth grade field trip to Talcott Mountain Science Center
4. Add fifth grade field trip to Stanley Holmes Nature Trail
5. Continue the third grade two-hour trip around New Britain
6. The concept of using PIC students as teacher-aides should be continued and, if possible, extended in number and people
7. Initiate use of local talent to implement the dramatic arts by using puppet shows and mini plays

H. Dissemination Plans for Final Report

1. Mimeographed copies for distribution

2. Director available as resource person

3. Audio-visual documentation available for preview.

II. Setting of Program

A. Locale

1. Description

New Britain, originally part of Berlin, was founded in 1690. It was organized by the Congregationalists in 1754 as a parish of Farmington. The City of New Britain was chartered in 1870 and consolidated with the town in 1905.

The City is located in the central lowlands of Connecticut, ten miles southwest of Hartford. Bordered on the west by the towns of Plainville and Farmington, on the north by Farmington, the east by Newington and the south by Berlin and Southington, the city incorporates an area of 13.3 square miles.

The industrial origin of the name "Hardware City of the World" can be traced to pre-revolutionary times when New Britain blacksmiths fabricated and repaired in their shops and mills: axes, hoes, shovels, tongs, and chains for the farmers of surrounding communities. Thus the roots of the hardware industry were established early.

The 19th century demonstrated a similar trend with the founding of the Stanley Works in 1852, North and Judd Manufacturing Company in 1863, the Union Manufacturing Company in 1886 and the Skinner Chuck Company in 1887. Today, the manufacturing of simple hand implements has changed to the production of ball bearings, hand and machine tools, electrical appliances, valves, castings, hardware, and heating and cooling equipment.

Presently the sixth largest city in Connecticut, New Britain's population on July 1, 1970 was estimated at 86,400 including 27,000 families and 18,500 school children. The population is presently served by a mayor-council form of government. Area schools include fifteen elementary schools, four junior high schools, one state regional vocational technical school, one private technical school, and two senior high schools.

Ten other private and parochial schools are also in operation. Forty-four places of worship serve the sixteen denominations represented in New Britain's population. Called recently in Hartford newspaper articles - - "A City of Progress" and "Hardware City In Transition" the future for New Britain offers progressive change.

2. Population patterns

a. density

1. According to the July 1, 1970 census New Britain's population numbered 86,400.

2. Based on the 13.3 square miles that New Britain covers, its population density is approximately 6,421 people per square mile.

b. trends

Census data concerning the population trends in New Britain's population from 1850 through 1960 and projection estimates from 1970 and 1980 are shown in Table 1. The rapid growth of population in New Britain parallels the industrial impetus provided the future "Hardware City" by the Civil War. The peak growth of 81.9% occurring between 1860 and 1870 was followed by an average population growth of 45% per decade for the next fifty years. Thus by 1920 the population of New Britain totaled 59,316 people.

Only a 14.9% increase of population was noted during the 1920's, however the 1930's and the depression years stand out glaringly on the Table with only 0.8% growth in population. The increased demand for industrial production created by World War II and the subsequent defense spending encouraged an in-migration of skilled workers and population increased at a rate of 7.3% in the 1950's and 11.5% in the 1960's. In 1960 the population totaled 82,201 inhabitants. Table 2 compares the population of New Britain with the twelve largest cities in Connecticut in 1940, 1950 and 1960.

The Central Connecticut Regional Planning Agency (CCRPA) estimates that the population ofNew Britain in 1970 will be 86,543 persons. The agency predicts an additional increase of 2734 persons in the 1970's. Thus, by 1980 the estimated population for New Britain will total some 89,277 inhabitants.

Data concerning the trend of Negro population growth in New Britain by decades from 1900 to 1960 are shown in Table 3. According to the 1900 census New Britain's Negro population comprised .5% of the total population. The rate of growth remained virtually constant at .5% per decade until World War II. In 1950 the U. S. Census placed the Negro population at 1.4% of the total population. The number of Negro inhabitants tabulated in 1960 comprised 2389 persons or 2.9% of the total population.

U. S. Census information concerning the Puerto Rican population in New Britain prior to 1960 is not available. The 1960 census placed New Britain's Puerto Rican population at 605 persons or 0.73% of the total population.

According to the 1960 census, New Britain had a total population of 82,201 persons. At that time the city's population consisted of 79,755 Caucasians, 2,389 Negroes, and 57 of other races or 97.0% Caucasian, 2.9% Negro and 0.1% other.

Within the twenty census tracts, the Negro population in 1960 ranged from 0 percent to 30.8%. In nine of the twenty census tracts, the Caucasian population exceeded 99 percent and in sixteen tracts the Caucasian population exceeded 90 percent. Map 1 shows the number and percent of Negroes in each census tract, and Map 2 shows the number and percent of Puerto Ricans within each census tract. The four census tracts within which the Negro population exceeds ten percent are tracts 7, 11, 12 and 18. According to the 1960 census, 12.5 percent of the families who lived within these tracts had average incomes under $3000 per year while only 9.2 percent of the families in the remaining tracts had incomes less than $3000 per year. Table 4 compares the selected levels of income for whites and non-whites in New Britain according to the 1960 census.

The median number of years of schooling completed for persons within tracts 7, 11, 12 and 18 was 9.2 as compared to 9.9 for all other tracts. Table 5 compares the levels of white and non-white educational attainment in New Britain according to the last census.

It should be pointed out that information on the characteristics of the population is from the 1960 U. S. Census, now ten years old. City and school officials should study very carefully the findings of the 1970 U. S. Census to determine to what extent the trends continue. It is probable that the

TABLE 1

ACTUAL AND PROJECTED POPULATION

OF NEW BRITAIN

1850-1980

Year	Population	Population Change	Percent Change Per Decade
1850	3,029		
1860	5,212	+2,183	72.1%
1870	9,480	+4,268	81.9%
1880	13,979	+4,499	47.5%
1890	19,007	+5,028	36.0%
1900	28,202	+9,195	48.4%
1910	43,916	+15,714	55.7%
1920	59,316	+15,400	35.1%
1930	68,125	+8,812	14.9%
1940	68,685	+ 557	0.8%
1950	73,726	+5,041	7.3%
1960	82,201	+8,475	11.5%
1970	86,543	+4,342	5.3%
1980	89,277	+2,734	3.1%

1 Central Connecticut Regional Planning Agency. Regional Profile, 1969. (Plainville, Connecticut: The Agency, 1969) p. 62.

TABLE 2

POPULATION OF THE TWELVE LARGEST

CITIES IN CONNECTICUT

1950-1970

	1950	1960	1970	Percent Change 1960-1970
Hartford	177,397	162,178	158,017	-2.6
Bridgeport	158,709	156,748	156,542	-0.1
New Haven	164,443	152,048	137,707	-9.4
Stamford	74,293	92,713	108,798	17.3
Waterbury	104,477	107,130	108,033	0.8
New Britain	73,726	82,201	83,441	1.5
Norwalk	49,460	67,775	79,113	16.7
West Hartford	44,402	62,382	68,031	9.1
Greenwich	40,835	53,793	59,755	11.1
Meriden	44,088	51,850	55,959	7.9
Fairfield	30,489	46,183	56,487	22.3
Bristol	35,961	45,499	55,487	22.0

[1] U. S. Department of Commerce, 1970 Census of Population Connecticut, April 1971

TABLE 3

NEGRO POPULATION IN NEW BRITAIN

1900-1970

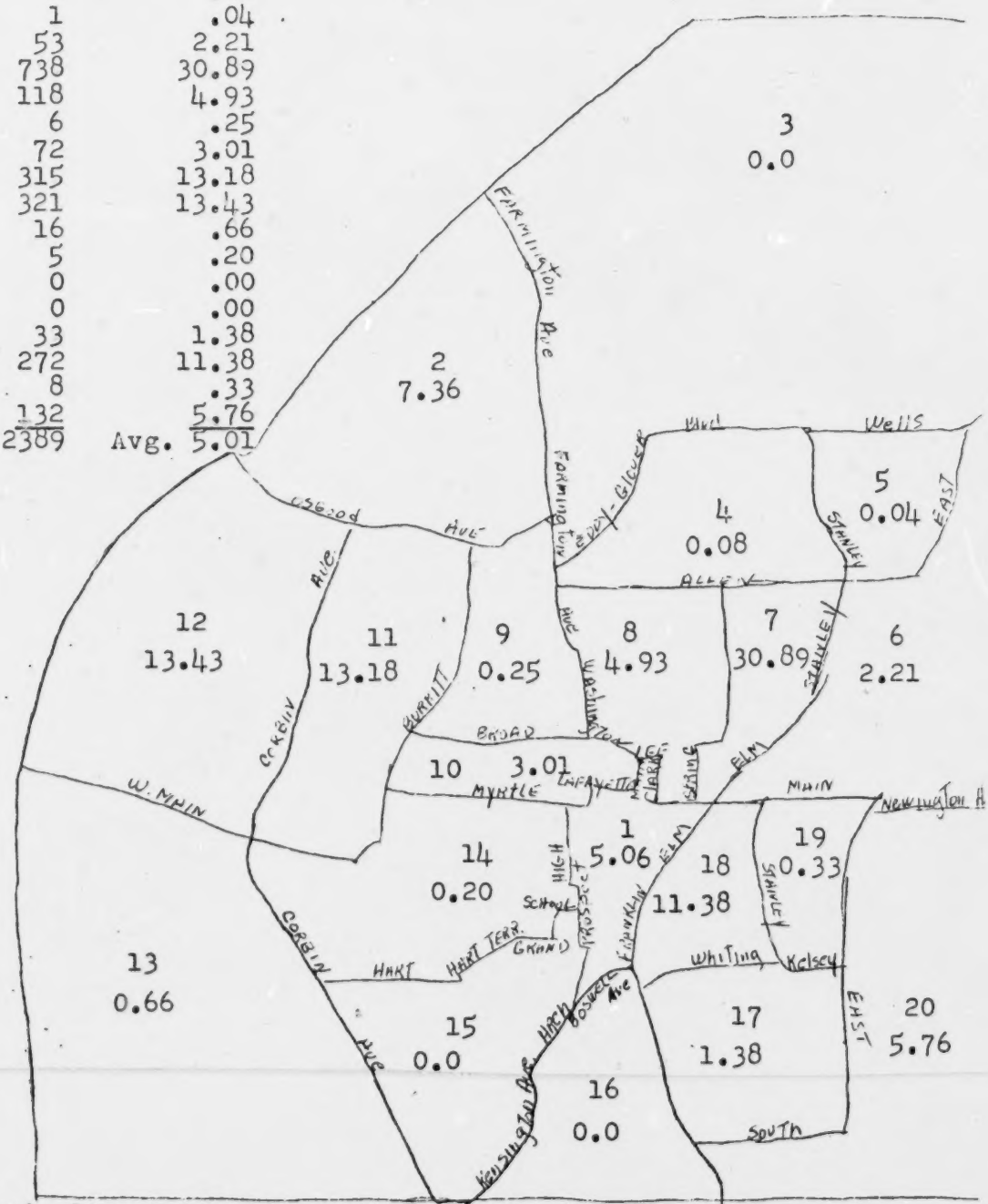
	Total Population	Negro Population	Percent Negro Population
1900	28,202	130	.5%
1910	43,916	88	.2%
1920	59,316	295	.5%
1930	68,125	340	.5%
1940	68,685	345	.5%
1950	73,726	1036	1.4%
1960	82,201	2389	2.9%
1970	83,441	4,022	4.9%

1 United States Census of Population, 1970. Standard Metropolitan Statistical Areas. (Washington, D. C.: U.S. Department of Commerce Bureau of Census, Selected Area Reports. U. S. Government Printing Office) p. 63.

MAP 1
PERCENTAGE OF NEGRO POPULATION WITHIN CENSUS TRACTS

1960 CENSUS*

Tract Number	Negro Pop.	Percent Distribution
1	121	5.06
2	176	7.36
3	0	.00
4	2	.08
5	1	.04
6	53	2.21
7	738	30.89
8	118	4.93
9	6	.25
10	72	3.01
11	315	13.18
12	321	13.43
13	16	.66
14	5	.20
15	0	.00
16	0	.00
17	33	1.38
18	272	11.38
19	8	.33
20	132	5.76
Total	2389	Avg. 5.01



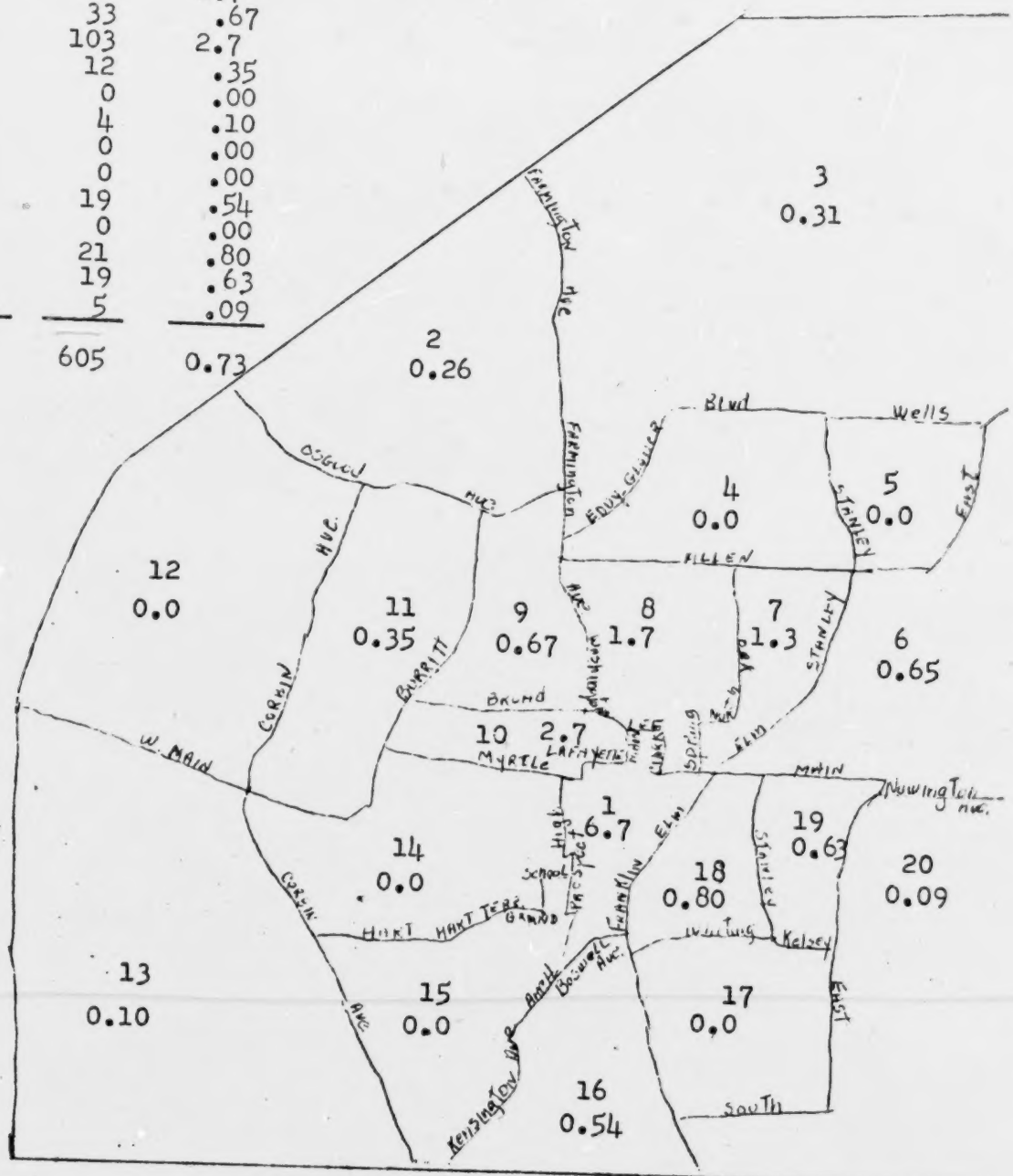
*Storrs Agricultural Experiment Station. Residential Segregation in Metropolitan Connecticut. The University: Bulletin 410, January, 1969.

1970 Census for these Tract figures not received yet.

MAP 2

PERCENTAGE OF PUERTO RICAN POPULATION WITHIN CENSUS TRACTS, 1960 CENSUS

Tract Number	Puerto Rican Pop.	Percent Distribution by Census Tract
1	167	6.7
2	19	.26
3	16	.31
4	0	.00
5	0	.00
6	25	.65
7	62	1.3
8	100	1.7
9	33	.67
10	103	2.7
11	12	.35
12	0	.00
13	4	.10
14	0	.00
15	0	.00
16	19	.54
17	0	.00
18	21	.80
19	19	.63
20	5	.09
Total	605	0.73



1970 census will show an increased concentration of minority groups and those with lower levels of income and education in the central city.

Housing Characteristics

The U. S. Census indicates that in 1960 New Britain had 25,969 housing units. Owner occupied units accounted for 11,637 or 45.1 percent of these housing units. In census tracts 1, 7, and 10 less than 25 percent of the dwellings were owner occupied.

3. Economic patterns

a. major occupations

1. manufacturing
2. construction
3. communication and utilities
4. retail trade
5. service
6. government

b. unemployment rate or trend

1. December 1970 - 9.2%
2. January 1971 - 10.8%
3. January 1972 - 12.5%
4. April 1972 - 12.0%
5. May 1972 - 10.0%
6. Unemployment trend is decreasing

c. families receiving welfare assistance as of January 1971. The City of New Britain provided welfare assistance on the following basis:

72 singles (individuals)
150 families
222 total cases (singles plus families)

668 total individuals (singles plus each and every member of each and every family).

As of January 1971, the State of Connecticut provided welfare assistance on the following basis:

417 singles (Old Age Assistance and Aid to the blind)
865 families (Aid to Dependent Children)

d. disadvantaged youth

7% Blacks
7% Puerto Ricans
12% Whites
26% Total

B. School System

1. Organization

a. grade levels served
kindergarten - grade 12

b. number of pupils, schools (including public and non-profit private)

1. number of pupils (public)

7801 elementary
2837 junior high
2958 senior high

2. number of schools (public)

15 elementary
4 junior high
2 senior high

3. number of pupils (non-profit private schools)

1095 elementary
957 junior high
580 senior high

4. number of schools (non-profit private schools)

5 elementary (one K-8, one K-9, three Grades 1-9)
2 junior high (Grades 7-9)
2 senior high (one Grade 9-12, one Grade 10-12)

c. significant enrollment trends

1. enrollment in both public and non-profit private schools is decreasing.

2. public schools are gaining pupils from the private schools.

3. the inner city private schools are losing the largest number of pupils.

2. Financial status

a. per pupil cost
1970-1971 - $765.00

b. recent financial history

1. per pupil cost has been increasing by 7%, on the average, during the past 2 years.

2. the total education budget has been increasing by 10%, on the average, during the past two years.

3. the Board of Finance has been trimming the educational budget by 5%, on the average, during the past 2 years.

C. Special Factors

1. Needs assessment

a. starting point

In the spring of 1970, Mrs. Marguerite A. Larson, Supervisor of Elementary Education, Dr. Mary C. Howley, Supervisor of Secondary Education, Dr. Philmore B. Wass, Director of the Connecticut Center for Economic Education - University of Connecticut, and Mr. Louis C. Addazio, Graduate Assistant - University of Connecticut, evaluated the new School and Community Resource Education Program which had been implemented on the third-grade level in the New Britain Public Schools in September, 1969. This group concluded that the program was most successful and that its primarily social studies emphasis should be broadened thereby meeting more of the specific needs of our changing school population.

b. How specific needs were identified at this point Mr. Arthur Kevorkian, Director of Vocational Education was invited to join this group in its exploration of ways of broadening the program. A study of the population patterns in New Britain during the past five years revealed a significant increase of foreign born pupils, Blacks from the South and Puerto Ricans. Consultations with leaders of these three minority groups indicated that their young people needed help with their self-image, acquiring better job opportunities and seeing themselves as an integral part of the community. This close examination of the needs of the minority groups revealed the same needs, in varying degrees, for <u>all</u> our children.

Furthermore, Mr. Kevorkian stressed the need for a bridge between elementary education, the vocational education program (Program for Industrial Careers) in the secondary schools and the real world of work.

Non-profit private schools readily agreed to the worth of this kind of program but that they did not have the funds necessary to implement it. This lack of funds would discriminate against many New New Britain children, especially a high percentage of native born and Puerto Ricans who attend non-profit private schools.

c. how priorities were attached to needs identified

1. Because the third-grade curriculum includes the study of communities, the School and Community Resource Education Program was implemented at this level.

2. The experience gained by the professional staff at this grade level encouraged us to begin the Community-Career Orientation Program (CCOP) on the same grade level.

3. In order to articulate to the vocational education program (Grades 7-12), we decided to run CCOP from grades 3-6.

4. Based on the evaluations (written/verbal) of the School and Community Resource Education Program as submitted by members of the board of education, administrators, teachers, pupils and lay citizens, priorities were attached to the needs identified.

d. exemplary features

1. A program for students in grades 3 through 6 in the regular and special education programs in 15 public elementary and 5 non-profit private schools of New Britain, Connecticut.

2. A cooperative program involving all segments of the community in broadening the pupils vocational aspirations and their knowledge of the complexities and interaction of people, their environment and technology.

3. A study of career opportunities in relation to (1) the personal needs and capabilities of each child (2) the changing national economy and (3) employment qualifications.

4. A multi-funded program drawing (1) direct financial support from the local Board of

Education, and the other federal programs (2) indirect financial support from the services of paid employees of Channel 30, O.E.O., the Police Department and municipal departments, the Chamber of Commerce, and the Center of Economic Education at the Univsity of Connecticut (3) support through volunteer services from a wide variety of community and educational organizations such as (a) the New Britain Garden Club (b) Industrial Council (c) Historical Society (d) Spanish Center (e) Ethnic Societies (f) Students at Central Connecticut (g) P.T.A.

5. A program involving the parents in a teacher-learning situation that will help broaden the parent's understanding of the community, state, and nation and the career opportunities open to their children.

6. The development of a sequential program and guide on vocational preparation for pupils in grades 3-6 as a part of the final report.

e. program to be used as a model

1. Yes, if you decide that the program is worthy of being used as a model.

2. The director of CCOP was invited in 1971 by the administration of three elementary schools in West Hartford, Connecticut to explain the program and as a result they are presently making plans to implement phases of it as part of their regular curricula.

3. The director of CCOP was invited in 1971 to speak to under-graduates, and graduates (experienced and inexperienced teachers) enrolled at Central Connecticut State College. Many of these people are exploring ways of including phases of CCOP into their respective school curricula.

2. Historical background

a. Out of a series of five Saturday morning meetings held during the spring of 1969 by the curriculum revision committee for social studies in the New Britain's elementary schools, an exciting new social studies program "School and Community Resource Education" was developed for the third grade. The third grade was selected because the social studies curriculum calls for a study of communities at this grade level.

Meeting with the committee were representatives of various ethnic groups within the city, the clergy, board of education, Central Connecticut State College faculty, and the Citizens for Better Public Education in New Britain.

This group agreed that the best way to introduce children to study people and communities was through their own community. Because they recognized the fact that there were many children in the city who knew no neighborhood beyond their own, they recommended the development of a program which would make the whole city of New Britain an integral part of the instructional program of its schools.

Therefore, assistance was given to help each teacher in planning at least one field study trip which would give her class an overview of New Britain - a total ecological view. With this encouragement a number of the teachers continued to make maximum utilization of trips wherever they were appropriate to the content being studied. This program involved more than a 1000 third-graders in 15 New Britain Public Schools.

b. program existence before present contract

To our best knowledge, especially with regards to the Connecticut educational scene, this program did not exist (within the scope of its 5 objectives) before the present contract.

c. program modification of previous one

Whereas the School and Community Resource Education Program (SCREP) was basically a third-grade social studies for just the public schools, the Community and Career Orientation Program (CCOP) has been broadened to include self-image and vocational education for <u>all</u> children in grades 3-6 in <u>all</u> public <u>and</u> non-profit private schools. Therefore, CCOP is a more comprehensive program involving more schools, administrators, teachers, children, parents and resource people and places.

d. problems encountered in program acceptance

Judging from personal comments CCOP has been accepted very well by the various groups involved in the implementation of the program.

1. members of the board of education, administrators, children, parents and those community groups involved in the program have expressed high praise.

2. Almost all of the new, young teachers have been enthusiastic.

3. Almost all of the outstanding, experienced teachers have been creative.

4. A handful of recognized insecure teachers, of varying ages, have participated with reservations and limited success.

II. Explaining the Program

A. Scope

1. Numbers and kinds of participants

a. fifteen public elementary schools (Grades 3-6)

b. five non-profit private schools (Grades 3-6)

c. grade 3 - 1054 pupils
grade 4 - 1015 pupils
grade 5 - 1026 pupils
grade 6 - 1081 pupils

d. 1970 - 1971 Grades 3, 4
1971 - 1972 Grades 3, 4, 5, 6

2. Specific program objectives

This project is designed to provide pupils in grades 3-6 with opportunities to:

a. broaden their occupational aspirations and self-image,

b. develop the concept of the dignity of work and pride in workmanship,

c. identify community problems, explore alternative solutions and contribute in a positive way to the improvement of human life.

d. become aware of occupational opportunities in New Britain and in a changing competitive and multi-cultural world.

e. formulate through practical exploratory experiences more specific career goals and to make wiser choices of courses in grades 7-12.

3. Define the problem area

New Britain is an industrial city of 86,400 people with approximately 19,000 pupils in public and non-profit private schools. It is a city with a recent influx of foreign born pupils, Blacks from the South and a rapid

increase in the Puerto Rican population within the last five years. The minority groups' desire for better job opportunities and better education for their children has placed increasing demands on the school system for and extension of its program.

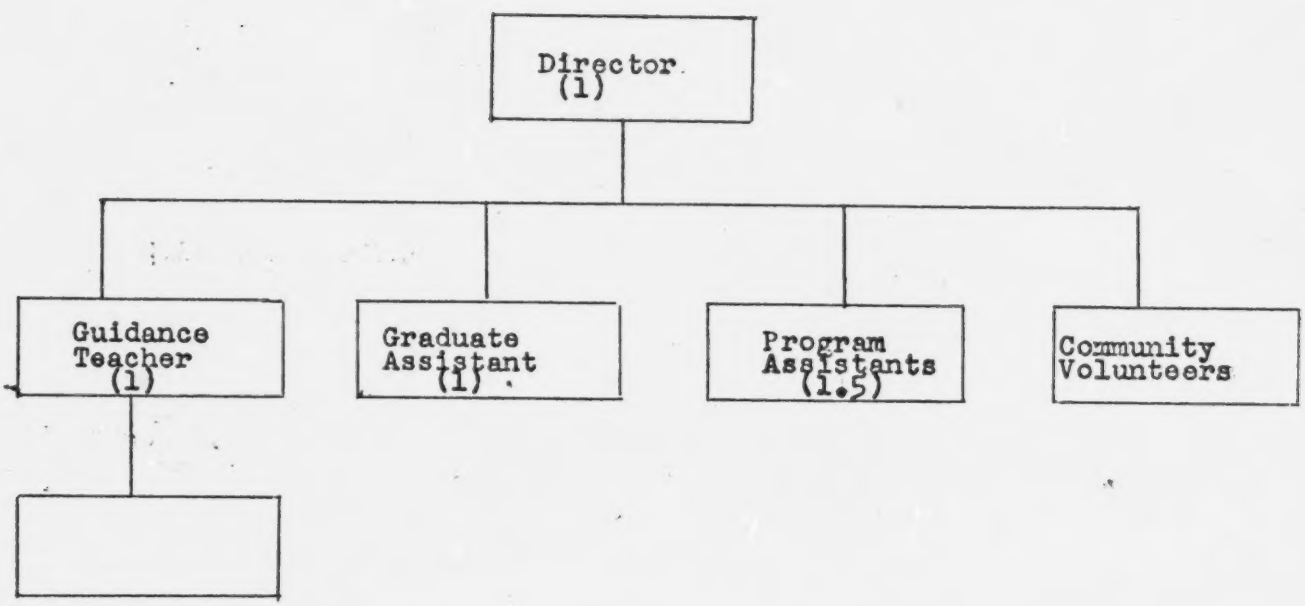
Many children, but particularly minority group children, have limited views of their capabilities. As a matter of fact, these children have low vocational aspirations partly because they don't see themselves in relation to employment opportunities.

We have already established a program for Industrial Careers in the secondary schools but our experiences with this program has indicated that we are not reaching the pupils soon enough. There is a demonstrated need for a bridge between elementary education, the vocational education program in the secondary school and the real world of work.

A new program Career Exploration Program is being developed to bridge the gap betweens grades 6 and 10. The CEP program will develop work role stations for the students to observe people at work.

B. Personnel

1. Kinds and numbers of personnel added by program



2. Duties and activities

a. director

develop and administer the total program

plan and implement in-service workshops

prepare a preliminary written report on the project at the end of the first semester and a final written report at the end of the school year.

direct the evaluation of the program

demonstrate teaching strategies associated with using field study trips

teach pupils as one means of evaluating programs

plan and arrange the one major field study trip for grade 3

review and approve the major field study trips for grade 4

review and approve the two major field study trips for grade 5

expedite all special field study trips requested by teachers in grades 3-6

plan and implement all major projects such as:

a. Career Exploration Day - Grade 6
b. Project Ecology - Grade 5
c. Beautification Project - Grade 4
d. Black self-image Program Grades 3-6

promote dommunity relations and understanding:

a. newspaper articles
b. speeches (P.T.A.,service organization television, etc.)
c. magazine articles

develop pre-post test for self-image, career aspirations and knowledge of New Britain as a community.

b. guidance teacher

1. expand the self-image concept and the vocational aspiration of pupils in grades 3-6.

2. develop pre-post test for self-image, career aspirations and knowledge of New Britain as a community.

3. develop and implement in-service workshops, especially for self-image and careers.

4. assist director in evaluation of program.

5. serve as a liaison with guidance department.

6. available to all participating pupils on a small group and one-to-one basis.

7. assist director to plan and implement Career Exploration Day.

c. graduate-assistant

1. develop and implement two field study trips for the fifth grade.

a. Field study program for the fifth grade to Talcott Mountain Science Center.

b. Field study Trip to Stanley Holmes Nature Trail.

d. program-assistant

1. facilitate arrangements for school-community cooperation.

2. type reports, notices, letters, etc.

3. bookkeeping-record and summarize the financial aspects of the project.

4. conduct limited research services.

e. PIC student

1. teach classes, small groups and work on a one-to-one basis with individual pupils.

2. type reports, notices, letters, etc.

3. set up bulletin boards (careers, self-image).

4. work with guidance personnel.

f. community volunteers

Depending upon the activity, these resource people usually:

1. plan and implement teaching programs.

2. reinforce teachers' program.

3. plan and implement in-service programs.

4. provide services, facilities and materials.

5. serve as classroom speakers, field study tour guides, chaperones and liaison contacts between school and community.

3. Actual time each type of personnel devotes to responsibilities.

a. director - approximately 35-40 hours/week for a work year of 192 days.

b. guidance teacher - approximately 33-35 hours/week. Four-fifths of this time is spent usually at the Frank DiLoreto Elementary School. A 182 day work year.

c. graduate-assistant - approximately 20 hours/week. Most of this time is spent conducting mostly daily field study trips. Work year is from September 15th to May 15th.

d. program-assistants - the full time assistant works approximately 30 hours/week. The part-time PIC student works approximately 15 hours/week. Both assistants have a 182 day work year.

e. community volunteers - this varies according to the scope and extent of the programs initiated by these resource people.

4. Special qualifications

a. director

1. full understanding and some experience with the Everywhere School concept.

2. broad background in the humanities, economics and the world of work.

3. ability to relate to all segments of society.

4. skill in public speaking and in fostering good public relations.

5. experience in working with teachers in in-service education and in stimulating innovation which results in more relevant classroom practices and wiser career choices by the pupils.

6. meets State Certification for an Intermediate Administrator.

b. guidance teacher

1. relate well to youth as leader and friend.

2. understand the problems of youth searching for identity and careers.

3. be capable of the exploration necessary in an innovative, exemplary project.

4. qualified to do the follow-up evaluation

5. masters in guidance preferred - 12 graduate credits in guidance and vocational education a minimum.

c. graduate-assistant

1. must be acceptable to the New Britain Public Schools.

2. must be a doctoral candidate at the University of Connecticut.

3. if no doctoral candidate is available, a full-time student practicum for a Sixth Year Certificate may be utilized.

d. program-assistants

1. must be able to type efficiently, speak correct English, understand bookkeeping and serve as a hostess for social events associated with program.

2. must be a flexible, congenial and happy person.

e. PIC student

1. must be enrolled presently in the Program for Industrial Careers (PIC)

2. must be a graduate of the summer Teacher-Aide program.

3. must be approved by both the director of vocational education and the director of the community-career orientation program.

f. community volunteers

Qualifications determined by firm or institution they represent.

5. Problems in recruiting and maintaining staff

a. none worth discussing

b. all participating personnel were selected in cooperation with one or more of the following people:

1. Supervisor of Elementary Education
2. Supervisor of Secondary Education
3. Director of Vocational Education
4. Director of Guidance

C. Procedures

1. Organizational details

a. time period of report

1. approximately 3 weeks and 4 weekend days

2. number of hours per day varied

b. how much of entire report covered

1. All sections plus an appendix

c. Where program activities located

1. New Britain, Connecticut (all but one activity)

2. Avon, Connecticut (one activity)

d. special physical arrangments

1. none

e. provisions for periodic program review

1. decisions made on basis of such reviews

a. kinds of field study trips

b. length of field study trips

c. types of resource people

d. kinds of in-service programs

2. involvement of other institutions, agencies, groups, etc.

a. Garden Club
b. Mothers Club
c. P.T.A.
d. Chamber of Commerce
e. University of Connecticut
f. Contral Connecticut State College
g. Guidance Department
h. Audio-Visual Department
i. Government Agencies
j. Central Connecticut Regional Planning Agency
k. Channel 30, NBC-TV
l. Office of Economic Opportunity

m. Spanish Center
n. Black Arise
o. New Britain Museum of American Art
p. Burritt Mutual Savings Bank
q. New Britain Childrens Museum
r. Hawley Memorial Childrens Library

f. in-service training provisions (teachers and administrators)

1. September 20, 1971 - Field Study Trip for third grade teachers.

2. September 21, 1971 - Creative Dramatics Project involving students and teachers of Thomas Jefferson School and Stnaley Holmes School, November 4, 1971 to May 25, 1972.

3. September 30, 1971 - Presentation of Bee Hive Theatre project to Elementary Principals of nine schools.

4. October 4, 1971 - Development of a Self-Image Program for grades K-6, meeting with all teachers involved.

5. October 11, 1971 - New Britain Garden Club Project for grade 5 teachers. Aims and goals of beautification project.

6. October 12, 1971 - Self-Image and Inter-Personal Regard program finalized. All involved teachers K-6.

7. October 15, 1971 - Use of Camera on field study trips for teachers grades 3-6.

8. October 16, 1971 - Orientation of teachers 3-6 in the administration of pre-test for CCOP.

9. October 26, 1971 - Display of New Britain Garden Club Award in all schools. Oct. 26 to March 17, 1972.

10. October 26, 1971 - All fifth grade teachers to meet and discuss Project Ecology and Talcott Mountain Science Center field study trip.

11. January 4, 1972 - Meeting of Community Involvement Committee and Black History Study Group to implement Self-Image Program at DiLoreto School.

12. January 11 - February 18 - Analysis of third grade field study trip with teachers and children.

13. January 18, 1972 - Self-Image and Inter-Personal Regard Program meeting at New Smalley School - Community room and involved 3-6 grade teachers.

14. January 26, 1972 - Community Involvement Committee meeting with teachers K-6 at Smalley School Community room.

15. February 15, 1972 - Questionnaire to all 3rd grade teachers regarding analysis of field study trips.

16. February 17, 1972 - Flower Show sponsored by New Britain Garden Club pre-planting instructions grades 4 and 5.

17. March to June, 1972 - In-class activities related to ecology in all grade five classrooms.

18. April 6, 1972 - Use of camera and film by students on A. W. Stanley Nature Trail field study trip.

19. April 10, 1972 - Career Exploration Day Committee to meet with 6th grade teachers concerning expectations.

20. June 3-4, 1972 - Art show at New Britain Museum of American Art of works contributed by fourth grade children.

21. January - May, 1972 - Special in-service programs were conducted for those staff members and pupils involved in specific pilot projects, for example:

    a. Career Exploration Day
       Chamberlain School

    b. New Britain: Our City
       Northend School

    c. Project Ecology
       Holmes and Stanley Schools

    d. Project Creative Dramatics
       Holmes and Jefferson Schools

2. Activities or services

    a. major activities or services

        1. field trips

        2. community resource people in the classroom

        3. photography

        4. demonstration teaching

    b. relation to specific program objectives

        The major activities are designed to make

a classroom of the community and to provide children with an opportunity to complete themselves through observation and participation.

c. methods used to carry out activities or services

1. by mutual agreement with teachers and administrators involved.

2. by request of teachers and administrators.

d. vocational curriculum development

1. Heretofore, on the elementary level, there has been very little vocational curriculum development.

2. Presently, vocational curriculum development involves administrators, teachers, guidance personnel, vocational education personnel and representatives from the business-industrial-public sectors of the community.

e. students' typical day's or week's schedule

Their schedule varies according to their interests, their curriculum and the imagination of their teachers.

f. student grouping

1. non-profit private school participation

a. They enjoy whatever has been scheduled for the public schools.

b. They also have the privilege of requesting individualized assistance.

g. student-teacher ratios

For grades 3, 4, 5 and 6 the ratio is approximately 27 pupils per teacher.

h. student receipt of feedback on individual daily progress.

This responsibility appears to be within the individual teacher's private domain, and it varies accordingly.

i. parent receipt of child's progress

1. report card

2. parent-teacher conferences

3. notes (teachers, guidance people, administration) to parents

4. special-services personnel-parent conferences

5. phone calls

6. P.T.A.

7. Mothers' Club

j. amounts, kinds of practice, review, and quiz activities provided this responsibility appears to be within the individual teachers' private domain and it varies accordingly.

k. provision for student motivation

1. films, filmstrips, tapes, records and slides.

2. pupil made: drawings, dioramas, slides, super 8 mm. films, clay/or cardboard table models, bulletin boards, show cases, etc.

3. resource people from community

4. pupils as resource people

5. field study trips

6. any activity that will provide youngsters with an opportunity to learn through direct observation and participation.

l. comparision of group technique used (difference)

Group technique varies in degrees from a semi-self-directed approach to a strictly teacher-dominated approach. This program has encouraged and resulted in a greater emphasis on the former approach.

3. Instructional equipment and materials

a. special materials developed or adapted (how and by whom)

1. developed at meetings (in-service, curriculum, person-to-person) purchased and adapted from other programs.

2. CCOP director and staff and committees composed of vocational education personnel, guidance personnel, teachers, administrators,

curriculum specialists, supervisors and directors, parents, special services personnel and representatives from the business-industrial-public sectors of New Britain.

b. equipment and materials required (in what amounts)

1. equipment (for Grades 3-6)

a. (80) instamatic cameras
b. (1) carousel slide projector
c. (1) super 8 mm. motion picture camera
d. (1) super 8 mm motion picture projector
e. (10) cassette tape recorders
f. (1) sun gun
g. (1) record player
h. (1) Kodak visual maker
i. (2) 400' cartridge for super 8 mm film
j. (13) slide trays for carousel projector

2. materials (only for Grades 3, 4, 5 and 6

a. (200) cartridges of film w/processing K21.26.20

b. (40) B&W PX.126-12

c. (6) video tapes ½", ½ hour

d. (200) sleeves flash cubes

e. (12) 1200' reels of tape

c. key aids used in connection with program activities (only for Grades 3, 4, 5 and 6

1. buses (for class size field study trips)

a. grade 3 (1 trip per class for 52 classes)

b. grade 4 (1 trip per class for 52 classes)

c. grade 5 (1 trip per class for 52 classes)

d. grade 6 (1 trip per class for 52 classes)

2. transportation (for small, individualized field study trips with guidance teacher, teacher or PIC students).

3. career consultants (for use in classroom, school-wide, system-wide or for special events e.g. Career Orientation Day.

4. Parent-Community involvement

a. role of parent

All parents have been encouraged to become involved. Interested parents have done so through their P.T.A.'s, Mothers' Club, citizen committees and classroom teachers. Unfortunately, not enough parents seem to be interested in becoming involved in this or any program affecting their children.

b. meetings with parents (why, how often)

1. Meetings are arranged with parents in order to inform them about the program and to solicit their reactions.

2. The director has honored every request to speak to Mothers' Club and P.T.A.'s. The CCOP staff, administrators, supervisors, directors, special service personnel and teachers have done likewise.

c. role of community groups

Community groups have provided CCOP with funds, services and advice. Representatives of the Black community, the Spanish-Speaking community and Black Arise are presently working with Black and White teachers who represent all the public and non-profit private elementary schools in planning orientation programs and curriculum dealing with self-image and career education.

d. community kept informed

The community has been kept informed through speeches, newspaper articles, a television documentary and television panels, meetings, coffee seminars, participation as chaperones on field study trips and as resource people in the classroom.

e. remedial steps taken if parent-community problems affected program

1. review the problem with all the people involved with it.

2. try to ascertain the degree which the problem is disrupting program.

3. consider (total group involved) suggest alternative solutions.

4. director make recommendations to superintendent who is responsible for final decision.

D. Budget

1. sources of program funds (1971-1972)

   a. Vocational Act-68 $44,859.50
   b. Local support $16,506.76

2. total cost (1971-1972)

   $61,366.26

3. period of time covered (federal-local-others)

   Vocational Act-68 - 1971-1972
   Local support - 1971-1972

4. gearing up costs

   1971-1972 $61,366.26

5. breakdown total costs into broad categories and amounts (salaries, employee benefits, travel, supplies, communications, etc.)

   a. July 1, 1971 - June 30, 1972

VOCATIONAL ACT - 68

Category		Costs
I.	DIRECT COSTS	
	A. Personnel	$35,134.50
	C. Travel (field study trips for pupils)	$ 7,775.00
	G. Workshops (for pupils)	$ 1,950.00
III.	TOTAL COSTS	$44,859.50

LOCAL SUPPORT

I.	DIRECT COSTS	
	A. Personnel	$ 7,175.00
	B. Employee Benefits	$ 1,500.00
	C. Travel	$ 700.00

Category		Costs
D. Supplies & Materials		$ 500.00
E. Services		$ 500.00
H. Other Direct Costs		$1,400.00
	Total	$11,775.00
II. INDIRECT COSTS		$ 4,731.76
III. TOTAL COSTS		$16,506.76

6. per pupil cost (formula used)

   Formula: Total direct cost divided by total number of pupils.

   a. 1971 - 1972 (Grades 3-6)

      $63,866.26 ÷ 4,948 pupils = $12.90/pupil

   b. Vocational Act-68 (1971 - 1972)

      $44,859.50 ÷ 4,948 pupils = $8.70/pupil

   c. Local Support (direct costs only) (1971 - 1972)

      $11,775.00 ÷ 4,948 pupils = $2.28/pupil

7. per pupil cost versus normal local school per pupil cost

Per Pupil Cost	1969-70	1970-71	1971-72
a. local school	$724.16	$765.00 (est.)	$829.09 (est.)
b. CCOP (total)		$ 18.04	$ 11.34

8. where can more detailed budget information be obtained

   Mr. Gilbert K. Hatch, Jr., Director
   Community-Career Orientation Program
   27 Hillside Place
   New Britain, Connecticut 06052

9. assure non-commingly of Federal and State and local funds

   There is no commingling, for each of the two funds has been budgeted for specific items which have been approved by the respective authorities

IV. Reporting the Evaluation

A. Program Has or Has Not Reached Objectives

1. CCOP has been implemented and accepted into the regular vocational program. It has been established to serve as a foundation for the Program for Industrial Careers, in particular.

2. on a gradient basis, program has reached objectives (see EVALUATION OF PROGRAM in Appendix?

B. Process Evaluation

1. Student change of behavior

Verbal, subjective reports from administrators, teachers and parents indicate that CCOP has contributed to a change in pupil behavior.

2. Expected changes that took place

Pupils are manifesting a greater degree of:

a. liking themselves as people,
b. confidence in learning new things more easily,
c. enjoying school,
d. speaking more readily before their peers,
e. thinking about what they want to be when they grow up,
f. awareness about what their parents, relatives and friends do for a living,
g. knowledge about job opportunities in New Britain,
h. pride in their community,
i. contributing to the solution of school and community problems,
j. understanding of the various public and private sectors within their community.

3. Psychological services provided

The services of a psych-examiner were used with one pilot project. Hopefully, greater use will be made of these services in the near future.

4. Audio-Visual Materials Purchased

Raw film for instamatic, 135 mm. and motion picture cameras, flash cubes, cassette cartridges and reels of recording tape were purchased for this program. The rational for these purchases was to provide children with materials that would facilitate film making as a medium for recording and expressing performance objectives.

5. Cooperation With Other Institutions, Agencies, Groups, etc.

a. guidance department

b. Stanley Tools (Research Dept.)

c. pupil personnel department

d. audio-visual department

e. maintenance department

f. coordinator of research, West Hartford Public Schools

6. More Field Trips Made

As a result of the field study trips planned for grades 3, 4, 5 and 6 teachers have begun to plan their own, more specific types of trips. Refreshingly enough many youngsters have reported that their parents also have become more field trip conscious and as a result they have been visiting many of the places of interest both within and outside of New Britain.

C. Product Evaluation

1. CCOP accepts the premise that the ultimate measure is change of behavior.

2. All our children in grades 3-6 were given, on a gradient basis, opportunities to apply the principles and practices taught them.

3. CCOP did not promote specific job preparation as such.

4. CCOP did attempt to broaden occupation aspirations and opportunities for our children in grades 3-6.

D. Seven Areas in Reporting Evaluation of Process and Product

1. Specify objectives (refer to section I., B., 1.) (p.1).

2. How pupils were chosen

All third, fourth, fifth and sixth graders in the 20 public and non-profit private elementary schools in New Britain were included. There was no selection or screening process.

3. Characteristics of pupils

Full spectrum of characteristics usually found among third, fourth, fifth and sixth graders, plus those cultural and regional differences usually associated with Puerto Ricans, Poles, Italians and Blacks from the South.

4. Exact details of measure applied to find if objectives met

   a. A pre-post test for the total program was developed by the director and the guidance teacher of CCOP and submitted to an expert (chairman of the New Britain Board of Education) on test making for approval. It is composed of 3 parts.

      Part A, MYSELF (10 questions); Part B, MY WORK (5 questions); Part C, MY CITY (5 questions).
      (refer to APPENDIX)
      The pre-test was administered to all pupils in grades 3-6 on September 30th and October 1 and 2, 1971.
      The post-test was administered to all pupils in grades 3-6 on June 7, 8, 1972.

   b. A pre-post survey for Project Career Exploration Day was developed by the director and the guidance department. It is composed of 17 questions.
      (refer to APPENDIX)

E. Objectives

   1. List specific performance objectives

      a. to demonstrate increased knowledge about occupational opportunities, especially in New Britain.

      b. to manifest confidence in oneself and in one's relationship with others.

      c. to reveal, through the quality of one's school work, an appreciation for the dignity of work and pride in workmanship.

      d. to show an awareness of community problems and a willingness to contribute to their solution, whenever possible.

      e. to indicate, through discussion and non-verbal activities, more specific career goals.

   2. Which objectives to be included in the evaluation.

      a. those listed directly above

      b. those listed for each of the three major projects cited in Section D., 4. a. and b.

F. Choosing Participants

This section does not apply to this program.

G. Describing Participants

Sub-sections a. and b. do not apply to this program.
Sub-sections c., d. and f. have been described in preceeding sections.
Sub-section e. will be described in section H.

H. Measure Changes

I. Presenting Data

J. Analyzing Data

K. Reporting Findings

The above four sections will be covered in the forthcoming two reports prepared by Mr. Charles J. Clock, Jr., Coördinator of Research, West Hartford Public Schools, West Hartford, Connecticut.

1. CAREER EXPLORATION DAY
Chamberlain School
Grade 6

Approximately 1200 pupils in grade 6 were administered a short test of 17 items to assess job interests, parents' occupation and occupational attitudes. The test has no right or wrong answers, but attempts to examine knowledge the pupils have of the world of work, their early occupational aspirations, and their family's occupational status. The instrument was administered prior to the implementation of the program (Pre-Test) and at the conclusion of the year (Post-Test) to determine what changes, if any, took place during the program cycle. A control group was not employed since the primary purpose was to assess areas of attitudinal change for purposes of future planning.

2. COMMUNITY-CAREER ORIENTATION PROGRAM
Grades 3-6

A pre-post test was given to all third, fourth, fifth and sixth graders in the twenty public and non-profit private elementary schools. Approximately 5000 pupils were administered the short test of 20 items to assess attitudes of self-image, occupational attitudes and knowledge of their own community. The test had no right or wrong answers. The instrument was administered in September of 1971 (pre-test) and in June of 1972 (post-test) to determine what changes, if any, took place during the program cycle. A control group was not employed.

Although the data has been processed, Mr. Charles J. Clock, Jr., the research specialist, will be unable to analyze the results of the above two programs until August, 1972.

V. Recommendations

A. Continue the program in grades 3-6 in 1972-72.

B. Continue the fourth grade field trip to New Britain Museum of American Art.

C. Continue a fifth grade field trip to Talcott Mountain Science Center.

D. Add fifth grade field trip to Stanley Holmes Nature Trail.

E. Continue the third grade, two-hour trip around New Britain.

F. A Creative Drama program should be initiated as a vehicle for improving self-image among children.

G. The Big Brother and Sister-Little Brother and Sister project should be initiated again in a different school.

H. The Community Exploration project involving New Britain and West Hartford should be initiated again in a different school and for just sixth graders in both systems.

I. The Career Orientation Day project should include grades 3-6 and be initiated by the guidance counselors in DiLoreto, Smalley, Burritt and Franklin elementary schools.

J. The concept of using PIC students as teacher-aides should be continued and, if possible, extended in number of people involved.

Appendix A

Community-Career Orientation Program

1971-72

COMMUNITY-CAREER ORIENTATION PROGRAM

GRADES THREE - SIX

PUBLIC AND NON-PROFIT PRIVATE SCHOOLS
NEW BRITAIN, CONNECTICUT

- A cooperative project involving:

New Britain Public Schools

The Director of Guidance - Mr. Donald G. Paris

The Director of Vocational Education - Mr. Arthur H. Kevorkian

The City of New Britain

Public, private, industrial and commercial sectors of the community

The University of Connecticut

The Director of the Center for Economic Education -

Dr. Philmore B. Wass

Applicant: Public Schools of New Britain, Connecticut

Authorized Agent: Gilbert K. Hatch, Jr., Director
Community-Career Orientation Program

Date: June 15, 1972

STATEMENT OF THE PROBLEM

New Britain, an industrial city of 82,000 people and approximately 20,000 pupils in public and non-profit private schools, is listed as the second priority city on the State Plan for Vocational Education. It is a city with a recent influx of foreign born pupils, Blacks from the South, and a rapid increase in the Puerto Rican population within the last two years. The minority groups' desire for better job opportunities and better education for their children has placed increasing demands on the school system for an extension of its program.

Many children, but particularly minority group children, have limited views of their own capabilities. As a matter of fact, these children have low vocational aspirations partly because they don't see themselves in relation to employment opportunities. We have already established a Program for Industrial Careers in the secondary schools but our experience with this program has indicated that we are not reaching the students soon enough. There is a demonstrated need for a bridge between elementary education, the vocational education program in the secondary schools and the real world of work.

OBJECTIVES

The Community-Career Orientation Program (CCOP) is an extension of the School-Community Resource Education Program (SCREP), a pilot program recommended by the 1968-1969 Elementary Social Studies Committee. Basically, SCREP was a social studies program whose primary objectives were to help pupils develop an understanding of the unity and interrelatedness of the New Britain community and to identify community problems, explore solutions and as active members of the community to contribute in a positive way to the improvement of human life. SCREP was a cooperative project between the public schools of New Britain and the Center for Economic Education, University of Connecticut. Implemented during the 1969-1970 school year, this pilot program involved over 1,000 third grade pupils in 45 classes in 15 public elementary schools, New Britain, Connecticut.

The Community-Career Orientation Program CCOP), funded by the Vocational Act of 1968, Title I and the New Britain Board of Education, was implemented during the 1970-1971 school year. In addition to the objectives of SCREP, this new program placed greater stress on developing objectives in vocational education. CCOP provided 3,823 third, fourth and fifth grade pupils in 160 classes in 20 public and non-profit private elementary schools in New Britain with opportunities:

1. To broaden their occupational aspirations and self-image.
2. To develop the concept of the dignity of work and pride in workmanship.

3. To identify community problems, explore alternative solutions and contribute in a positive way to the improvement of human life.
4. To become aware of occupational opportunities in New Britain and in a changing competitive and multi-cultural world.
5. To formulate through practical exploratory experiences more specific career goals and to make wiser choices of courses for grades 7-12.

The Community-Career Orientation Program designed for 1971-1972 retained these same objectives, added others, which gave greater strength to vocational education. In addition to the objectives of SCREP, CCOP provided opportunities to 4,948 third, fourth, fifth and sixth grade pupils in 194 classes in 20 public and non-profit private elementary schools in New Britain.

EXEMPLARY FEATURES

Community-Career Orientation For Pupils Grades Three-Six. The Exemplary features in this program for pupils in grades 3 through 6 are:

1. A program for public and non-profit private school pupils in grades 3 through 6 in the regular and special education programs in 15 public elementary and 5 non-profit private elementary schools of New Britain, Connecticut.
2. A cooperative program involving all sectors of the community in broadening the pupils' vocational aspirations and their knowledge of the complexities and interaction of people, their environment and technology.
3. A study of career opportunities in relation to (1) the personal needs and capabilities of each child (2) the changing national economy and (3) employment qualifications.
4. A multi-funded program drawing (1) direct financial support from the local Board of Education, and other federal programs (2) indirect financial support from the services of paid employees of Channel 30, WHNB-TV-NBC, Office of Economic Opportunity, the New Britain Police and Fire Departments and other municipal departments, the Chamber of Commerce, and the Center of Economic Education at the University of Connecticut (3) support through volunteer services from a wide variety of community and educational organizations such as (a) the New Britain Garden Club (b) the New Britain Museum of American Art (c) the Industrial Council (d) Historical Society (e) Spanish Center (f) Ethnic Societies (g) Students and Faculty

of Central Connecticut (h) P.T.A., (i) E. C. Goodwin Regional-Vocational School (j)Children's Museum (k) Mothers Club (l) Burritt Mutual Savings Bank (m) Hawley Memorial Childrens Library (n) Audio-Visual Department (o) Guidance Department

5. A program involving the parents in a teaching-learning situation that will help broaden the parent's understanding of the community, state, and nation and the career opportunities open to their children.

6. The development of a sequential program and guide on vocational preparation for pupils in grades 3-6 as a part of the final report.

PROGRAM CONTENT AND PROCEDURES

During the two year period 1970-1972 developed, through the increased use of field trips, resource persons, career days, photography and active class participation in community betterment, a developmental focus on the community and career opportunities as an integral part of the instructional program of the school so as to assist each child to develop a realistic view of himself and the real world. In this regard an interdisciplinary approach with a humanities frame of reference will be used on each grade level.

This past year (1971-1972) grades 3, 4, 5 and 6 have been involved in CCOP. Next year a new exemplary program will be developed around grades 7, 8 and 9. Ultimately, a city-wide sequential program would exist for all grades. Briefly stated the focus is as follows:

Year	Grade	Focus	Activities	
1971-72	3	Overall view of New Britain as a community	Field Trips:	A two and one half hour tour of city. Upon request, special tours of industrial plants, stores, banks, etc. Focus on people at work.
			Resource People:	Representatives from public and private sectors of community speak to classes.
			Photography:	Film people at work
	4	Cultural New Britain careers in Education and the Arts	Field Trips:	A one hour tour of the New Britain Museum of American Art.

Year	Grade	Focus	Activities	
				The trip focused on careers associated with the museum.
			Resource People:	Representatives from public and private sectors of community speak to classes.
			Photography:	Film people at work.
	5	Ecological New Britain Careers in Ecology	Field Trips:	A one and one half hour laboratory experience on the A.W. Stanley Nature Trail. One hour walks (neighborhood, school, animal, bird, ants, etc.)
				A one and one half hour laboratory experience at the Talcott Mountain Science Center
			Photography:	Use film to collect ecological data

SPECIAL PROJECTS

Grade 3

1. NEW BRITAIN: OUR CITY (Super 8 motion picture film made by third grade pupils at Northend School)
2. PROJECT USE OF CAMERA (All third graders were taught how to use cameras).
3. PROJECT BEAUTIFICATION (All third graders were involved in a seed planting program sponsored by the Garden Club of New Britain)

Grade 4

1. PROJECT BEAUTIFICATION (All fourth graders were involved in a flower bulb planting program sponsored by the Garden Club of New Britain).
2. PROJECT ART APPRECIATION (all fourth graders were taken to the New Britain Museum of American Art)

Because of the Community-Career Orientation Program, teachers in Kindergarten, grade 2, junior and senior high have requested and received assistants in planning and enjoying field trips, resource people in their

classes, film making and have borrowed appropriate teaching and learning materials from this program.

Grade 5

1. PROJECT ECOLOGY: (A one and one half hour laboratory experience on the A.W. Stanley Nature Trail) (one hour walks, neighborhood, school, animal, birds, ants etc.)

Grade 6

1. PROJECT CREATIVE DRAMATICS (Introduce creative dramatics through the use of improvisational techniques into selected upper elementary groups.)

2. PROJECT CAREER EXPLORATION DAY (All sixth grade pupils had an opportunity to talk with representatives of 20 different careers and handling equipment associated with those careers.)

Channel 30 - WHNB-TV-NBC produced a half hour documentary film entitled Project Ecology. Film covered:

1. Talcott Mountain Science Center laboratory experiences.
2. Walk on Stanley Holmes Nature Trail with science teacher.
3. A class concerned with pollution of Stanley Park showing clean-up operation.
4. Career Exploration Day at Chamberlain School.

TARGET POPULATION SERVED

1970-71 Active participants -

3,823 pupils in grades 3, 4 and 5 in the 12 New Britain public elementary schools, 3 state public elementary schools and 5 non-profit private elementary schools in New Britain - involving 187 classroom teachers of grades 3, 4 and 5 together with the special teachers of art and music in the elementary schools.

619 pupils in grades 3, 4 and 5 are on the city's list of disadvantaged pupils.

1971-72 4,948 pupils in grades 3, 4, 5 and 6 in the 13 New Britain public elementary schools, 2 state public elementary schools and 5 non-profit private elementary schools in New Britain involving approximately 194 classroom teachers of art and music in the elementary schools.

787 pupils in grades 3, 4, 5 and 6 are on the city's list of disadvantaged pupils.

PERSONNEL NEEDS

Director

Qualifications of the Director

1. Full understanding and some experience with the Everywhere School.
2. Broad background in the humanities, economics and the world of work
3. Ability to relate to all segments of society
4. Skill in public speaking and in fostering good public relations
5. Experience in working with teachers in in-service education and in stimulating innovation which results in more relevant classroom practices and wiser career choices by the students
6. Meets State Certification for an Intermediate Administrator

Responsibilities of the Director

To plan and execute the program according to the following tentative schedule:

Summer 1970 - Preliminary Planning for Grades 3 and 4

1970-71 - Implementation of the program for all pupils in grades 3 and 4 in public and non-profit private schools

In-service workshops and follow-up sessions for 104 classroom teachers of grades 3 and 4 plus the art and music specialists in public and non-profit private schools

The program for grade 5 was developed and implemented this year, a year ahead of time, through the cooperation of representatives committees from the schools and the community

In-service workshops and follow-up sessions for 54 classroom teachers in grade 5

Preparation of a written report on the project at the end of the first year

An evaluation of the program

A school year of 212 days for the Director with a salary based on a Group IV Director schedule

Summer 1971 - Detailed Planning for Grade 6

1970-71 - Full implementation of the program for grades 3 through 6 together with pilot program in grades 7 and 8 - public and non-profit private schools together with in-service education for the teachers involved

1971-72 - Preparation of a written report on the project at the end of the second year

An evaluation of the program

A school year of 212 days for the Director with a salary based on a Group IV Director

Guidance Teacher

Qualifications of Guidance Teacher

1. Relate well to youth as leader and friend
2. Understand the problems of youth searching for identity and careers
3. Be capable of the exploration necessary in an innovative, exemplary project
4. Qualified to do the follow up evaluation
5. Masters in Guidance preferred - 12 graduate credits in guidance and vocational education a minimum

Responsibilities of Guidance Teacher

A school year of 182 days on the teachers' salary schedule

1970-71 - Work with the Guidance Department, the Vocational Department, the School Administration and the Community in:

1. expanding the vocational aspirations of the pupils in grades 3, 4 and 5 in public and non-profit private schools through small group and one to one experiences
2. plan and implement a pre-test and post-test on self image and career aspirations
3. assist in planning and implementing a Career Exploration Day
4. work with the Director in evaluating the program
5. office in DiLoreto School

1971-72 - Expand the above activities to include grade 6
assume full leadership in planning and implementing four Career Orientation Days

Graduate Assistants

Qualifications of Graduate Assistants

The candidate must be acceptable to the New Britain Public Schools and be a doctoral candidate at the University of Connecticut. If no doctoral candidate is available, a full-time student practicum for a Sixth Year Certificate may be utilized.

The graduate assistant must be available 20 hours of work per week, following the pupil's school calendar until UConn Commencement Day.

Responsibilities of Graduate Assistants

1970-71 - Direct the program for grade 4 - public and non-profit private schools

1971-72 - Direct the pilot program for grade 5 - public and non-profit private schools
- Coordinate the exploratory work experience program for pupils in grade 6

Program Assistants

Qualifications of Program Assistants

Meet New Britain Board of Education Qualifications

Responsibilities of Program Assistants

1. Facilitate arrangements for school-community cooperation
2. Type reports, notices, letters
3. Bookkeeping - record and summarize the financial aspects of the project

Full-time program assistant - 212 days

Part-time program assistant - 180 days

PIC Students - Paid

1970-71 - Eleven PIC students from either high school to work - three hours per day working with the Director and other certified personnel in a work-study experience as a Teacher-Aide

Assigned to a specific person, task and school

And/or Office-Education - to be paid at the PIC hourly rate of $1.75 per hour

1971-72 - Pupils from Grades 3-6 - Exploratory Work Experience - Unpaid selected pupils to have the opportunity for exploratory work-experience within their own schools in careers related to Education: (a) teacher (b) teacher aide (c) custodian (d) school nurse (e) school monitors (f) school maintenance

1971-72 - Exploratory work experience in Community Agencies for pupils in grades 3-6

1970-71 - Community Volunteers:

a. Personnel paid by their own employers - University of Connecticut, O.E.O., Channel 30, Chamber of Commerce, Municipal Government

b. Personnel from educational and service organizations - Garden Club, Museum of American Art, Spanish Center, P.T.A., Ethnic Societies, students from C.C.S.C., New Britain Historical Society, etc.

- estimated value - $30,000

EVALUATION AND DISSEMINATION PLANS

Evaluation Plans

1. Since this program involves pupils in grades 3 through 6, it is important to remember that the pupils in grade 3 at the beginning of the project in September 1970 have limited abilities in reading and writing. Therefore, while we are planning a pre-test and post-test schedule for Grades 3 and 4 for 1970-71, the pre-test for Grade 3 will have to be simply structured and administered orally or ready by the teacher using an overhead projector.

2. Career aspiration folders will be made by each pupil with entries to be made by the pupil at the beginning of the project in 1970-71 and each year thereafter, in which the child participates.

DISSEMINATION PLANS

1. Prepare a written report which includes a guide for the vocational preparation of pupils in Grades 3-6
2. Continued cooperative work with Channel 30-WHNB-TV-NBC
3. Periodical news releases in the New Britain Herald

BUDGET WORKSHEET REQUEST - EXEMPLARY PROJECT

Initiator New Britain Public Schools Duration of proposed activity:

Institution or agency New Britain Public Schools Beginning date: July 1, 1971 Ending date: June 30, 1972

Category	Project cost by line item* Vocational Education	Local	EPDA	Total Cost
I. DIRECT COSTS				
A. Personnel (List all position titles such as project director, research assistant, secretary, consultants,** etc. State percent of time on the project, per annum salary, and beginning and ending dates of employment for each person.)	35,134.50	7,175.00		42,309.50
B. Employee Benefits (Summarize benefits such as Social Security, retirement, etc.)		1,500.00		1,500.00
C. Travel (Indicate fares and/or mileage at allowable rate; number of days per diem,** and rate.)	7,775.00	700.00		8,475.00
D. Supplies and Materials 1. Project Materials 2. Office Supplies		500.00		500.00
E. Services 1. Duplicating and Reproduction 2. Statistical (itemize costs) 3. Testing (itemize costs)		500.00		500.00
F. Workshops (Talcott Mt. Science Center) 1. Fifth grade pupils a. one 1½ hour ecology workshop per class for 52 classes	1,950.00			1,950.00
2. Fifth grade teachers a. a ten-week "vitalization" program for 52 teachers and 20 teacher-aides.			2,500.00	2,500.00
G. Other Direct Costs		1,400.00		1,400.00
H. Subtotal, Direct Costs	44,859.50	11,775.00	2,500.00	59,134.50
II. INDIRECT COSTS (Give basis on which local overhead is computed, who established the rate, when and period covered.)		4,731.76		4,731.76
III. TOTAL COSTS	44,859.50	16,506.76	2,500.00	63,866.26
IV. COST SHARING (Percentage distribution of proposed Federal and local support.)	71%	26%	3%	100%

*For projects longer than 18 months in duration, use one column for each 12 months of activity and a final column for totals.

**Consultants: Show rate and number of days under Personnel, transportation and per diem under Travel.

BUDGET WORKSHEET REQUEST - EXEMPLARY PROJECT

Beginning date: July 1, 1971 Ending date: June 30, 1972

	Vocational Education	Local	EPDA*	Total Cost
I. DIRECT COSTS				
A. Personnel				
1. director (Group IV for 192 days	18,295.50			18,295.50
additional 20 days	1,760.00			1,760.00
2. guidance teacher for 182 days	10,000.00	3,500.00		13,500.00
3. graduate assistant		3,675.00		3,675.00
4. program assistants				
a. (1) full-time (6 hours per day for 212 days) @ 3.25/hr.	4,134.00			4,134.00
b. (1) part-time (3 hours per day for 180 days) @1.75/hr.	945.00			945.00
B. Employee Benefits				
1. director (16½ days sick leave per year)				
2. guidance teacher (15 days sick leave per year)				
3. director and guidance teacher (Blue Cross, CMS, Major Medical, Group Insurance)		1,500.00		1,500.00
C. Travel				
1. buses for field trips (to be bid at approximately $25.00 per bus)				
a. Grade 3 (1 trip per class for 55 classes)	1,375.00			1,375.00
b. Grade 4 (1 trip per class for 52 classes)	1,300.00			1,300.00
c. Grade 5 (1 trip per class for 52 classes)	1,300.00			1,300.00
d. Grade 6 (1 trip per class for 52 classes)	1,300.00			1,300.00
2. transportation for small individualized field trips with guidance teacher	500.00			500.00
3. per diem for career consultants (bricklayer, plumber, baker, hairdresser, actors, musicians, artists, etc.)	2,000.00			2,000.00
4. professional travel allowance for director, guidance teacher and graduate assistant (@.07 per mile)		700.00		700.00

*as of June 14, 1971, application for EPDA funds had not processed.

	Vocational Education	Local	EPDA	Total Cost
D. Supplies and Materials				
1. project materials (film, film processing, tapes, flash bulbs, video tapes, cartridges for 8 m.m. film)				
2. office supplies		500.00		500.00
E. Services				
1. duplicating and reproduction				
2. statistical				
3. testing		500.00		500.00
F. Workshops (Talcott Mt. Science Center)				
1. Fifth grade pupils				
a. one 1½ hour ecology workshop per class for 52 classes	1,950.00			1,950.00
2. Fifth grade teachers				
a. a ten-week vitalization program for 52 teachers and 20 teacher-aides.			2,500.00	2,500.00
G. Other Direct Costs				
1. conferences (director, guidance teacher)		400.00		400.00
2. In-service program for grade 3-6		1,000.00		1,000.00
H. Subtotals, Direct Costs	44,859.50	11,775.00	2,500.00	59,134.50
II. INDIRECT COSTS (see p. 18 of this report)		4,731.76		4,731.76
III. TOTAL COSTS	44,859.50	16,506.76	2,500.00	63,866.26
IV. COST SHARING	71%	26%	3%	100%

BUDGET WORKSHEET REQUEST - EXEMPLARY PROJECT

Vocational Education Support

Beginning date: July 1, 1971 Ending Date: June 30, 1972

	Cost
I. DIRECT COSTS	
A. Personnel	
1. director (Group IV) for 192 days	18,295.50
additional 20 days	1,760.00
2. guidance teacher for 182 days	10,000.00
4. program assistants	
a. (1) full-time (6 hours per day for 212 days @ 3.25/hour	4,134.00
b. (1) part-time (3 hours per day for 180 days @ 1.75/hour	945.00
C. Travel	
1. buses for class size field trips (to be bid at approximately $25.00 per bus)	
a. Grade 3 (1 trip per class for 55 classes	1,375.00
b. Grade 4 (1 trip per class for 52 classes	1,300.00
c. Grade 5 (1 trip per class for 52 classes	1,300.00
d. Grade 6 (1 trip per class for 52 classes	1,300.00
2. transportation for small, individualized field trips with guidance teacher	500.00
3. per diem for career consultants (bricklayers, plumber, barber, hairdresser, actors, musicians, artists, etc.)	2,000.00
F. Workshops (Talcott Mt. Science Center)	
1. Fifth grade pupils	
a. one 1½ hour ecolgoy workshop per class for 52 classes	1,950.00
H. Subtotal, Direct Costs	44,859.50
III. TOTAL COSTS	44,859.50
IV. COST SHARING	71%

BUDGET WORKSHEET REQUEST - EXEMPLARY PROJECT

Local Support

Beginning date: July 1, 1971 Ending Date: June 30, 1972

	Cost
I. DIRECT COSTS	
A. Personnel	
2. guidance teacher	3,500.00
3. graduate assistant (9/16-5/16)	3,675.00
B. Employee Benefits	
1. director (16½ days sick leave per year)	
2. guidance teacher (15 days sick leave per year)	
3. director and guidance teacher (Blue Cross, CMS, Major Medical, Group Insurance	1,500.00
C. Travel	
4. Professional travel allowance for director, guidance teacher and graduate assistant (@ .07 per mile).	700.00
D. Supplies and Materials	
1. Office supplies	
2. project materials	500.00
E. Services	
1. testing	
2. duplicating and reproduction	500.00
G. Other Direct Costs	
1. Conferences (director, guidance teacher)	400.00
2. In-service programs for grades 3-6	1,000.00
H. Subtotal, Direct Costs	11,775.00
II. INDIRECT COSTS (see **p. 18 of this report**	4,731.76
III. TOTAL COSTS	16,506.76
IV. COST SHARING	26%

BUDGET WORKSHEET REQUEST - EXEMPLARY PROJECT

EPDA Support

Beginning date: July 1, 1971 Ending date: June 30, 1972

Category	Cost
I. DIRECT COSTS F. Workshops (Talcott Mt. Science Center) 2. Fifth grade teachers a. a ten-week "vitalization" program for 52 teachers and 20 teacher-aides. Preparing new and experienced teachers for survival education	2,500.00
H. Subtotal, Direct Costs	2,500.00
II. INDIRECT COSTS (see p. 18 of this report	- - -
III. TOTAL COSTS	2,500.00
IV. COST SHARING	3%

COMPUTATION FOR LOCAL OVERHEAD

Note #1

Item II

In accordance with a state recommended average of (8%) eight percent, computation under local effort indicates direct costs of $59,134.50 x 8% = $4,731.76 overhead applied to local effort. $59,134.50 plus $4,731.76 = $63,866.26 Grand Total.

Cost sharing percentages were figured on the Grand Total. The above overhead includes local expenditures for clerical services, custodial work, maintenance, telephone, postage, stationery.

Note #2

In the operational phases of this total project, the local in-kind services of unpaid volunteers will have an estimated value of $30,000. This figure <u>is not</u> included in the grand total above.

Appendix B

A Suggested Guide

for

Field Study Program

1971-72

A SUGGESTED GUIDE

FOR

FIELD STUDY TRIPS

Dr. Louis C. Addario, Director
Community-Career
Orientation Program

A field study trip is a planned experience outside of the regular classroom.[1] The experience may be called a trip, a school journey, an educational travel program, or an excursion. The name is unimportant! It is essential, however, that the community itself, as well as the teacher and the administrators, understand what field study trips can contribute to the total educational program.[2] Going outside the the classroom is a most effective learning technique. Psychology maintains that people learn best from first-hand experiences.[3] This is true only if the trip is an integral part of the educational program, planned to accomplish certain ends which could not be accomplished as well by any other approach. Trips for the sake of taking trips are wasteful of time and ineffective for learning.[4]

The field study experience encourages the learner to be a "spectator, participant, observer, interviewer, and statistical and case study data gatherer." The learner is in contact with the real situation and such an experience results in the best learning.[5]

Olsen outlines some general objectives for using field study trips.[6]

1. To stimulate imagination and learning by providing sensory perceptions which cannot otherwise be experienced.
2. To deepen insight into even familiar phenomena in the environment, for as these matters are freshly interpreted, they take on new meaning.
3. To integrate classroom instruction by exposing the artificiality of a conventional subject matter divisions, and by enabling students to view facts and forces as they exist in their everyday relationships in living communities.
4. To arouse student interest in new areas of thought and activity.
5. To teach the art of living with others from experiences of planning, sharing, traveling and working together.
6. To facilitate opportunity for personal experiences which are real,

7. To motivate school work by utilizing natural curiosity and guiding into exploration and discovery.
8. To build character through practical necessity of developing such traits as courtesy, patience, sportsmanship and cooperativeness.

Each trip is made up of three essential parts. First is the pre-planning, second, taking the trip, and third, the follow-up activities.

PLANNING THE TRIP

The success of any field study trip depends on how much thorough, pre-planning, and organization the teacher has employed before the students leave the school. Preparation is the keynote, if the student is to have a pleasant and fruitful learning experience.[7]

Check List for Planning the Trip[8]	Yes	No
1. Has permission been granted by the proper authorities?		
a. Has permission been secured from the principal and the superintendent?		
b. Has permission been secured from the parents?		
c. Has permission been secured from the place to be visited.		
2. Did the teacher and the pupils cooperatively plan the trip?		
a. Have the objectives been established?		
b. Have questions been formulated?		
c. Have safety rules been established?		
d. Was there discussion about conduct and courtesy?		
3. Have the students participated in gathering background information for the trip?		
4. Have arrangements been made for chaperones or adult leaders?		
5. Have pre-arranged rest stops been scheduled?		

	Yes	No [3]
6. Has the program been confirmed by those in charge at the destination?		
7. Has the class discussed the mechanics of the trip so they know what to expect?		
8. Has the class discussed what things to look for?		
9. Has the class discussed the importance of the trip and why time is taken for it?		
10. Have final instructions been printed for the students?		
11. Have all the proper arrangements been made for transportation?		
a. Are all the vehicles covered with insurance?		
b. Do the drivers have proper instructions?		
c. Are maps necessary to direct the drivers on the planned route?		

TAKING THE TRIP

As the trip gets under way, effort should be made to see that it keeps to the time schedule.[9] The itinerary should follow as closely as possible the original planning. Ample time should be allowed to avoid a late return to school.[10]

Olsen gives a last minute check list which will guide the teacher in the final preparation just before the trip.[11]

1. Check the physical condition of the students.
2. Check the attire of the students for its appropriateness.
3. Check to see if all students brought all essential carfare, lunches, equipment, etc.
4. Check to see that all students returned the consent slips.
5. Summarize briefly the purpose of the trip.
6. Determine whether the students with special jobs understand their responsibilities.
7. Emphasize the importance of safety first and point out any hazards that will be encountered.

8. Review the essentials of good behavior.

9. Have the class get drinks and go to the rest rooms before they leave.

The following suggestions will help to make the trip both safe and successful.[12]

1. Establish definite routines for all trips as to reduce the management factor to a minimum.

2. Use the "buddy" system. Make each student responsible for knowing the whereabouts of his buddy at all times.

3. Put slow moving pupils at the head of the line to set the pace.

4. Train leaders to stop at corners and designated places before crossing streets.

5. Put reliable persons at the end of the line to prevent straggling.

6. When the class is crossing the street, stand in the center of the crossing to direct the traffic.

7. On train trips, avoid the first and last cars if possible.

8. Particularly with little children, arrange for all to visit the toilet before leaving the school.

9. Encourage pupils to bring their lunches in boxes wrapped, tied and labeled.

10. Discourage carrying more than a predetermined amount of money and limit the types of purchases.

FOLLOW-UP ACTIVITIES

The field study should not end with the trip. Some of the most important learnings take place in the review and summary and other follow-up activities.[13] The whole trip should be discussed and evaluated by pupils, both in relation to the subject being studied and in relation to methods of improving future trips.[14]

Check List for Follow-Up Activities[15]

	Yes	No
1. Were the purposes of the trip fulfilled?		
2. Did the group find answers to the questions?		
3. Did the trip provide helpful information for the unit under study?		
4. Could the trip fulfill other objectives?		
5. Was the trip beneficial and the best way of securing answers to the problems?		
6. Was it worth the time and effort?		
7. Was it worth the cost?		
8. Were there any unexpected problems that pre-planning should have answered?		
9. Were the guides properly informed and prepared?		
10. Were the students properly prepared?		
11. Were any new interests developed?		
12. Should the trip be recommended to other classes?[16]		
13. Could the teacher develop skills in observation?		
14. Were social skills and responsibilities developed as the group planned, worked and travelled together?		
15. Were meaningful language skills developed from outlining, keeping notebooks, writing letters, and giving reports?		
16. Did better understanding result between the teacher and students as they worked together in planning for and taking the trip?		

FINAL CHECK LIST

1. Check the physical condition of the pupils. Make sure parents have taken care of all necessary medication.
2. Check the attire of the pupils for its appropriateness.
3. Check to see that all pupils returned the consent slips.
4. Summarize briefly the purpose of the trip.
5. Determine whether the pupils with special jobs understand their responsibilities.
6. Emphasize the importance of safety first and point out any hazards that will be encountered.
7. Have the pupils establish their own rules of good behavior.
8. Have the class elect their own group leaders (one/five pupils).
9. Make name tags for all pupils, teachers, chaperones and tour leader.
10. Make attendance lists for chaperones.
11. Have the class get drinks(short ones)and go to the rest rooms before they leave.

FOOTNOTES

1. Adelone E. Howland. How to Conduct a Field Trip. How to Do It Series No. 12. Washington: National Council for the Social Studies, 1962, p. 1.

2. Margaret Gustin and Natalie Hopkins. A Field Trip Guide for Elementary Schools. Hartford: Connecticut State Department of Education, 1957, p. 1.

3. Edward G. Olsen. School and Community. New York: Prentice-Hall, Inc. 1945, p. 209.

4. Freeman, Dowling, Lacy and Tippett. Helping Children Understand Science. Philadelphia: The John C. Winston Company, 1954, p. 269.

5. Earl S. Johnson. "Field Trips and the Development of Intellectual Skills." Social Education 20: 120; March 1956.

6. Olsen, op. cit., p. 208

7. Carlton B. McNair and others. Field Trips: Planning For Them, Carrying Them Out and Profiting from Them. Washington: National Aviation Education Council, 1956. p. 1.

8. Mark Sorensen. "Have You Tried Teaching By Field Trips?" Montana Education 36: 25; April 1960.

   Theodore T. Toporowski. "Our School Trips are Educationally Profitable Because____." School Activities 32: 146; January 1961.

9. Clifford Lind. Preparing for Field Trips. Curriculum Bulletin No. 221:4. Eugene (Oregon): School of Education, University of Oregon, 1962.

10. J. W. Brown, R. B. Lewis, F. F. Harcleroad. A-V Instruction Materials and Methods. New York: McGraw-Hill Book Co., 1959. p. 365.

11. Olsen, op. cit., p. 219.

12. Brown, Lewis, Harcleroad, op, cit., p. 366.

13. Lind, op. cit., p. 5

14. Howland, op. cit., p. 7

15. Lind, op. cit., p. 7

16. Brown, Lewis, Harcleroad, op. cit., pp. 366 and 368

Appendix C

Third Grade Program

Suggested Field Study Trip

1971-72

COMMUNITY AND CAREER ORIENTATION PROGRAM

Learning Through Observation and Participation

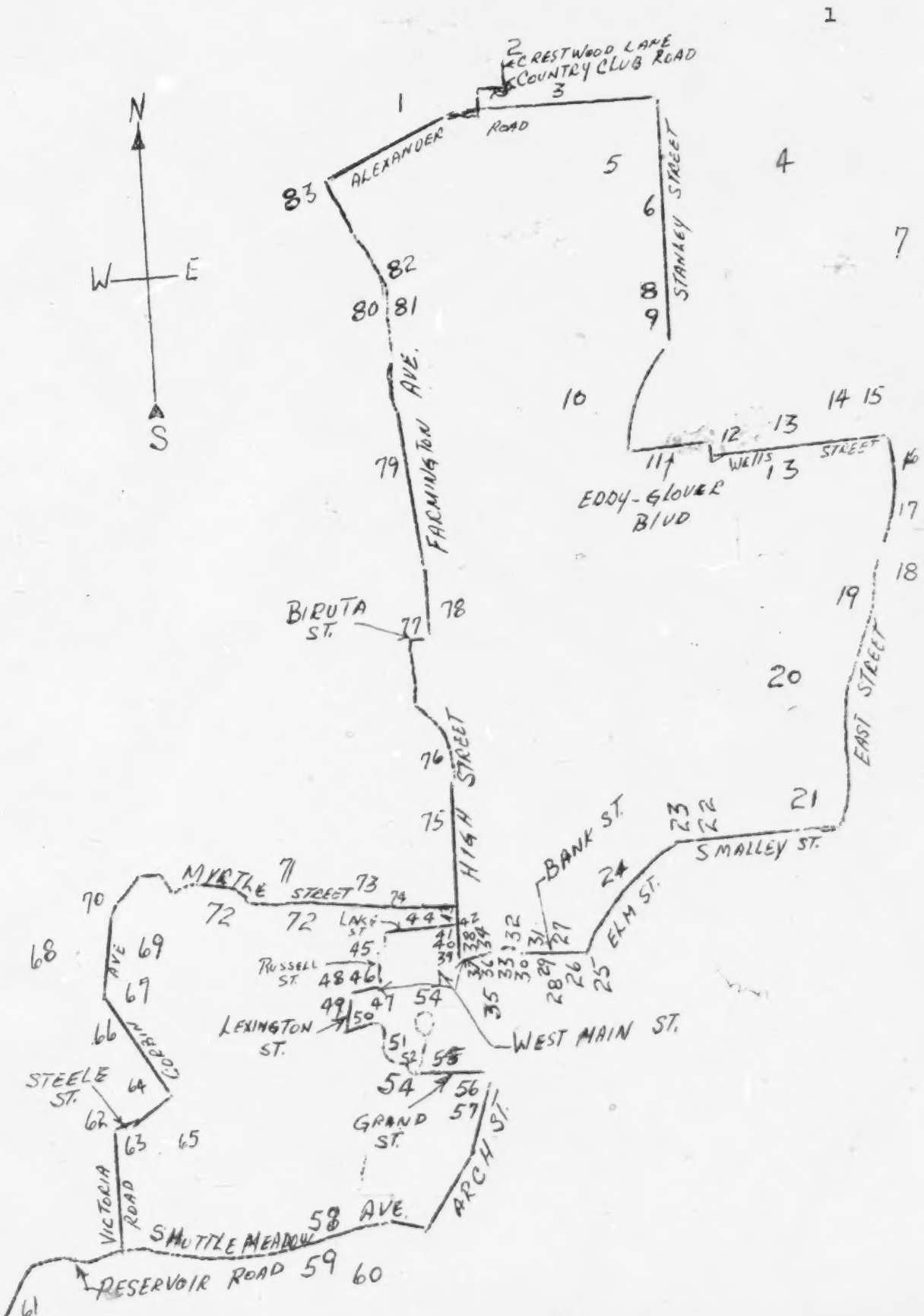
Third Grade Program

Suggested Field Study Trip

New Britain Public Schools

New Britain, Connecticut

1972


N
W
E
S
CRESTWOOD LANE
COUNTRY CLUB ROAD
ALEXANDER ROAD
STANLEY STREET
FARMINGTON AVE.
EDDY-GLOVER BLVD
WELLS STREET
BIRUTA ST.
HIGH STREET
EAST STREET
BANK ST.
SMALLEY ST.
ELM ST.
MYRTLE STREET
LAKE ST.
RUSSELL ST.
LEXINGTON ST.
WEST MAIN ST.
GRAND ST.
ARCH ST.
STEELE ST.
VICTORIA ROAD
SMUTTLE MEADOW
58 AVE.
RESERVOIR ROAD

Legend for Map

1. Batterson Pond Park
2. A.M.E. Zion Church
3. Early Post - W.W. II Housing
4. A. W. Stanley Park
5. Stanley Holmes Elementary School
6. A. W. Stanley Nature Trail
7. Stanley Municipal Golf Course
8. Reformation Lutheran Church
9. Stanley Tavern
10. Stanley Quarter Park
11. Eddy Glover Boulevard
12. Stanley Elementary School
13. Central Connecticut State College
14. Polish National Cemetery
15. Russian Orthodox Cemetery
16. Commercial Area
17. First Industrial Park in New Britain
18. St. James Baptist Church
19. Hardware City Fuel Company
20. Fairview Cemetery
21. Site of W.W. II Victory Gardens
22. Paradise Park
23. Boulder Commemorating Rev. Smalley
24. Kennedy - Ribicoff Apartments
25. New Court House
26. New Police Station and 15th Circuit Court House
27. New Route #72 Overpass
28. New Britain Herald

29. New Howard Johnson Hotel
30. Municipal Parking Garage
31. Milewski Park
32. Burritt Mutual Savings Bank
33. New Britain Bank and Trust
34. City Hall
35. Central Park
36. New Telephone Building
37. United States Post Office
38. First Baptist Church
39. New Britain Public Library
40. Hawley Memorial Library and the Children's Museum of Natural History
41. Y.M.C.A.
42. Site of Stanley's Original Factory
43. T.G.M. W.W. II Memorial
44. Municipal Outdoor Parking
45. Temple B'Nai Israel Educational Center
46. Temple B'Nai Israel
47. First Church of Christ Scientist
48. St. George Greek Orthodox Church
49. Branch Bank and Professional Building
50. Art Museum of New Britain Institute
51. Darius Miller Music Shell
52. Resident Apartments for Hospital Personnel
53. New Britain General Hospital
54. World War I Memorial
55. Walnut Hill Convalescent House
56. State Armory

57. St. John Lutheran Church
58. Robert J. Vance Elementary School
59. Martha Hart Pond
60. Children's Home
61. Reservoir
62. Slade Junior High School
63. St. Maurice Roman Catholic Church
64. Lincoln Elementary School
65. First Church of Christ Congregational
66. Power Plant
67. Jerome Home for Aged
68. Cooke's Gap
69. Route #84
70. Tuttle and Bailey
71. Mount Pleasant Housing Development
72. Stanley Works
73. Present Fafnir Bearing Factory Building
74. Original Fafnir Bearing Factory Building
75. New Spanish-American Club
76. Washington Junior High School
77. Holy Cross Church
78. Holy Cross Parochial School
79. New Britain Memorial Funeral Home
80. Old Farm House
81. Shopping Plaza
82. Pulaski Senior High School
83. Farmington Line Apartments

Route

Right at Alexander Road

1. Batterson Pond Park (L)

Left at Country Club Road

Left at Crestwood Lane

2. A.M.E. Zion Church (R)

(Bus may turn around in church parking lot)

Right at Country Club Road

Left at Alexander Road

3. Early Post - W.W. II Housing (L & R)

Right at Stanley Street

4. A. W. Stanley Park (L)

5. Stanley Holmes Elementary School (R)

6. A. W. Stanley Nature Trail (R)

7. Stanley Municipal Golf Course (L)

8. Reformation Lutheran Church (R)

9. Stanley Tavern (presently occupied by the Blake family)(R)

Right at Stanley Quarter Park

10. Point out all the facilities and the history of the park

Left at Eddy Glover Boulevard

11. Discuss Mr. Eddy and Mr. Glover

Right at Stanley Street

12. Stanley Elementary School (L)

Left at Wells Street

13. Central Connecticut State College (R)

14. Polish National Cemetery (L)

15. Russian Orthodox Cemetery (L)

Right at East Street

16. Commercial area (L)

17. First Industrial Park in New Britain (L)

18. St. James Baptist Church (L)

19. Hardware City Fuel Company (R)

20. Fairview Cemetery (R)

Right at Smalley Street

21. Site of W.W. II Victory Gardens (R)

22. Paradise Park (R)

23. Boulder commemorating the location of the First Congregational Church in New Britain. Rev. Smalley was pastor for 55 years.(R)

Left at Elm Street

24. Kennedy - Ribicoff Apartments (senior citizens) (R)

25. New Courthouse (extreme (L))

26. New Police Station and 15th Circuit Courthouse (straight ahead)

Right at Bank Street

27. New Route #72 Overpass

28. New Britain Herald (L)

29. New Howard Johnson Motel (L)

30. Municipal Parking Garage (L)

31. Milewski Park (R)

32. Burritt Mutual Savings Bank (R)

33. New Britain Bank and Trust (L)

Cross over to West Main Street

34. City Hall (R)

35. Central Park (L)

a. Civil War Monument
b. World War II Monument

36. New Telephone Building (L)

37. United States Post Office (L)

38. First Baptist Church (R)

Right at High Street

39. New Britain Public Library (L)

40. Hawley Memorial Library and the Children's Museum of Natural History (L)

41. Y.M.C.A. (L)

42. Site of Stanley's original factory (R)

Left at Lake Street

43. T.G.M. World War II Memorial (R)

44. Municipal Outdoor Parking (R)

Left at Russell Street

45. Temple B'Nai Israel Educational Center (R)

46. Temple B'Nai Israel (R)

Right at West Main Street

47. First Church of Christ Scientist (L)

48. St. George Greek Orthodox Church (R)

Left at Lexington Street

49. Branch Bank and Professional Building (R)

50. Art Museum of the New Britain Institute (L)

Left into Walnut Hill Park

51. Darius Miller Music Shell (L)

52. Resident Apartments for Hospital Personnel (L)

53. New Britain General Hospital (R)

54. World War I Memorial (R)

Straight on to Grand Street

55. Walnut Hill Convalescent Home (L)

56. State Armory (R)

Right at Arch Street

57. St. John Lutheran Church (R)

Right at Shuttle Meadow Avenue

58. Robert J. Vance Elementary School (R)

59. Martha Hart Pond (L)

60. Children's Home (L) (Up on the hill)

Straight into Reservoir Road

61. Reservoir (turn around at Roger's Orchard and return on Reservoir Road) (L)

Left at Victoria Road

Right at Steele Street

62. Slade Junior High School (L)

63. St. Maurice Roman Catholic Church (R)

64. Lincoln Elementary School (L)

65. First Church of Christ Congregational (R)

Left at Corbin Avenue

66. Power Plant (L)

67. Jerome Home for Aged (R)

68. Cooke's Gap (L)

69. Route #84 (L & R)

70. Tuttle and Bailey (L)

Right at Myrtle Street

71. Mount Pleasant Housing Development (L)

72. Stanley Works (R)

73. Present Fafnir Bearing Factory Building (L)

74. Original Fafnir Bearing Factory Building (L)

Left at High Street

75. New Spanish - American Club (L)

76. Washington Junior High School (L)

Right at Biruta Street

Left at Farmington Avenue

77. Holy Cross Church (L)

78. Holy Cross Parochial School (R)

79. New Britain Memorial Funeral Home (L)

80. Old Farm House (L)

81. Shopping Plaza (R)

82. Pulaski Senior High School (R)

83. Farmington Line Apartments (L)

Appendix D

Special Projects

1971-72

PROJECT

CAREER EXPLORATION DAY

Grade 6

Submitted by

The Community-Career Orientation Program

The Guidance Department

The Vocational Education Department

May 24, 25, 1972

Approved by:_____
Dr. Thomas R. Bowman
Superintendent of Schools
New Britain, Connecticut

1. PURPOSE OF THE PROJECT

The purpose of this pilot project is to provide a special situation in which the individual pupil may become more aware of the operation of school-related skills within various career areas and will gradually identify degrees of fitness with his own inclinations and proficiencies.

2. OBJECTIVES OF THE PROJECT

This project would provide each participating pupil with an opportunity to:

a. learn about careers

b. broaden his occupational aspirations

c. develop the concept of the dignity of work and pride in workmanship

d. become aware of occupational opportunities in New Britain

e. help him to understand the real world of work as a consumer, provider and wage earner.

3. DESCRIPTION OF THE PROJECT

PROJECT CAREER EXPLORATION DAY is a cooperative program involving Community-Career Orientation Program, the Guidance Department and the Vocational Education Department within the New Britain Public School System, New Britain, Connecticut. This program includes:

a. date: Wednesday-Thursday May 24, 25, 1972

b. place: gymnasium, Chamberlain Elementary School, New Britain, Connecticut

c. time: 8:10 a. m. - 2:00 Wednesday
8:10 a. m. - 3:00 Thursday

d. participants: approximately 1300 sixth grade pupils
approximately 60 community resource people.
approximately 61 school personnel.

e. schedule: all the pupils of grade 6 will go into the gymnasium in shifts of 45 minutes each. During the first 20 minutes, each pupil meets with the community resource person who represents the pupil's first career

choice. Following this experience the pupil will be given 5 minutes to look around and select, randomly, his second career choice, which will also last 20 minutes.

f. gymnasium: the entire gymnasium will be divided into 20 booths along the 4 walls. Each booth will be designated by an alphabetical letter and title of a career area.

g. documentation: Channel 30-WHNB-TV-NBC is scheduled to do a half-hour film to be televised. Mr. William Boyle, Director, Audiovisual Department, New Britain has planned a slide documentation, also.

4. NEED FOR THE PROJECT

"For too long, the emphasis has been on a college-based career for everyone or bust. Anything less lacked 'prestige' according to many job aspirants. As a result, well-paying skills such as plumbing, sheetmetal work, repairmen and similar work slots stand empty while college degree-holders, both new and those of long-standing, face a waning demand for their talents. Somewhere along the educational line there has been a lack of foresight regarding opportunities in the nation's work force, and the image of work, especially when wearing a blue collar, has deteriorated."

"Children must be introduced to the world of work while they are still in elementary school. Postponing occupational orientation until a child is in secondary - - or, worse, not teaching occupational orientation all - - can put the child at a distant disadvantage."

"What is needed now is a developmental system of education. Such a system introduces in the elementary grades awareness of the relationships which exist between schooling and work . . . . In the main the elementary school role is diagnostic and prescriptive, It provides whatever experiences a child may need to make learning real through a continuing examination of how man uses work for self-support, how major occupations employ knowledge and how productivity is related to a variety of abilities. A major objective of elementary education is to discover the talents of each child and demonstrate their relationship to the work world."

"The strategies used by the school to provide opportunities for needed experiences at the elementary level may have a significant impact upon the pool of unemployed, underemployed, or dissatisfied workers."

"This polot project is designed to demonstrate the value of a Career Orientation Day as one strategy in a developmental system of education.

5. IMPLEMENTATION OF THE PROJECT

This project should be implemented in three phases. They are:

a. Preparation for Career Exploration Days

1. administer a pre-survey to determine the pupils' attitudes about work, their career goals and their knowledge about their parents' jobs and incomes,

2. provide the pupils with a program of films, filmstrips, records and books about career opportunities.

3. allow each pupil to indicate his first career choice for the Career Exploration Day Program,

4. plan field trips which are designed to give the pupils: (1) an overview of New Britain as a community (2) a view of cultural New Britain, (3) an awareness of ecological New Britain (4) a cross-section of career opportunities in New Britain,

5. invite into the classroom resource people from the industrial and commercial sectors of the city.

b. Career Exploration Days

1. WEDNESDAY, MAY 24, 1972 — MORNING SESSION

Group A - 8:30 a. m. to 9:15 a. m.

Smith - 4 classes - 115 students

Group B - 9:15 a. m. to 10:00 a. m.

Vance - 2 classes - 77 students
Northend - 2 classes - 45 students
122 students

Group C - 10:30 a. m. to 11:15 a. m.

Jefferson - 3 classes - 75 students
Gaffney - 2 classes - 53 students
128 students

AFTERNOON SESSION

Group D - 12:30 p. m. to 1:15 p. m.

Stanley - 3 classes - 60 students
Smalley - 2 classes - 66 students
126 students

Afternoon Session - Wed. May 24th

Group E - 1:15 p. m. to 2:00 p. m.

Holmes	- 2 classes	- 90 students
St. Marys	- 1 class	- 28 students
		118 students

2. THURSDAY, MAY 25, 1972 MORNING SESSION

Group F - 8:30 a. m. to 9:15 a. m.

Lincoln	- 3 classes	- 70 students
St. Matthews	- 1 class	- 5 students
St. Josephs	- 2 classes	- 38 students
		113 students

Group G - 9:15 a. m. to 10:00 a. m.

DiLoreto	- 3 classes	- 99 students
Franklin	- 1 class	- 28 students
		127 students

Group H - 10:30 a. m. to 11:15 a. m.

Putnam	- 2 classes	- 62 students
Holy Cross	- 2 classes	- 65 students
		127 students

AFTERNOON SESSION

Group I - 12:30 p. m. to 1:15 p. m.

Burritt	- 3 classes	- 85 students
Franklin	- 1 class	- 24 students
		109 students - * add one (1) class Chamberlain

Group J - 1:15 p. m. to 2:00 p. m.

Sacred Heart	- 2 classes	- 65 students
Camp	- 1 class	- 23 students
		88 students - * add (1) class Chamberlain

Group K - 2:15 p. m. to 3:00 p. m. - NO BUS NEEDED

Chamberlain - 2 classes - 54 students

* Fill in with Chamberlain School children wherever less than 120 students not present.

3. CAREER CONFERENCE GROUP SCHEDULES

5 Round Trips - 2 Buses - 60 Students Per Bus

WEDNESDAY, MAY 24, 1972 - 600 Students

8:30 a. m. to 9:15 a. m.	-	A-Group	120	Students
9:15 a. m. to 10:00 a. m.	-	B-Group	"	"
10:00 a. m. to 10:25 a. m.	-	Morning Break		
10:30 a. m. to 11:15 a. m.	-	C-Group	"	"
11:15 a. m. to 12:25 p. m.	-	Lunch Break		
12:30 p. m. to 1:15 p. m.	-	D-Group	"	"
1:15 p. m. to 2:00 p. m.	-	E-Group	"	"

6 Round Trips - 2 Buses - 60 Students Per Bus

THURSDAY, MAY 25, 1972 - 720 Students

8:30 a. m. to 9:15 a. m.	-	F-Group	120	Students
9:15 a. m. to 10:00 a. m.	-	G-Group	"	"
10:00 a. m. to 10:25 a. m.	-	Morning Break		
10:30 a. m. to 11:15 a. m.	-	H-Group	"	"
11:15 a. m. to 12:25 p. m.	-	Lunch Break		
12:30 p. m. to 1:15 p. m.	-	I-Group	"	"
1:15 p. m. to 2:00 p. m.	-	J-Group	"	"
2:00 p. m. to 2:10 p. m.	-	P.M. Break		
2:15 p. m. to 3:00 p. m.	-	K-Group	"	"
		One bus only		

BUSES MUST BE AT SCHOOL AT LEAST 5 MINUTES BEFORE START OF SESSIONS ALLOWING 40 MINUTES PER ROUND TRIP.

c. Follow-Up to Career Exploration Days

1. administer a post-survey to determine if there is a change in the pupils' attitudes about work, their career goals and their knowledge about their parents' jobs and incomes,

2. allow the pupils to share their experiences among themselves,

3. encourage the pupils to be available as resource people to those grades within their school which did not participate in this program,

4. involve the pupils in activities such as drawings, class stories, individual stories, taped discussions and reconstructions in three dimensions.

6. EVALUATION OF THE PROJECT

a. Pre and post survey will be administered to all participating pupils. The survey will be designed to reveal the pupils' attitudes about work, their career goals and their knowledge about their parents' jobs.

b. All the adults (school and community) and the pupils involved in this project will be given an opportunity to share their reactions.

7. FUNDING SOURCES

All expenses associated with this project would be paid from the following sources:

a. Vocational Education Act
b. City of New Britain
c. Participating New Britain firms

8. LEADERSHIP PERSONNEL

a. General Administration

1. Mr. Gilbert K. Hatch, Jr. Director
Community-Career Orientation Program

2. Mr. William Boyle, Director
Audio-Visual Department

3. Mr. Marcell Greco, Coordinator
Guidance Services

4. Mr. Brian Desmond, Guidance Counselor
Community-Career Orientation Program

5. Mr. Arthur Kevorkian, Director
Vocational Education Department

6. Mr. John V. Madden
Supervisor of Plant

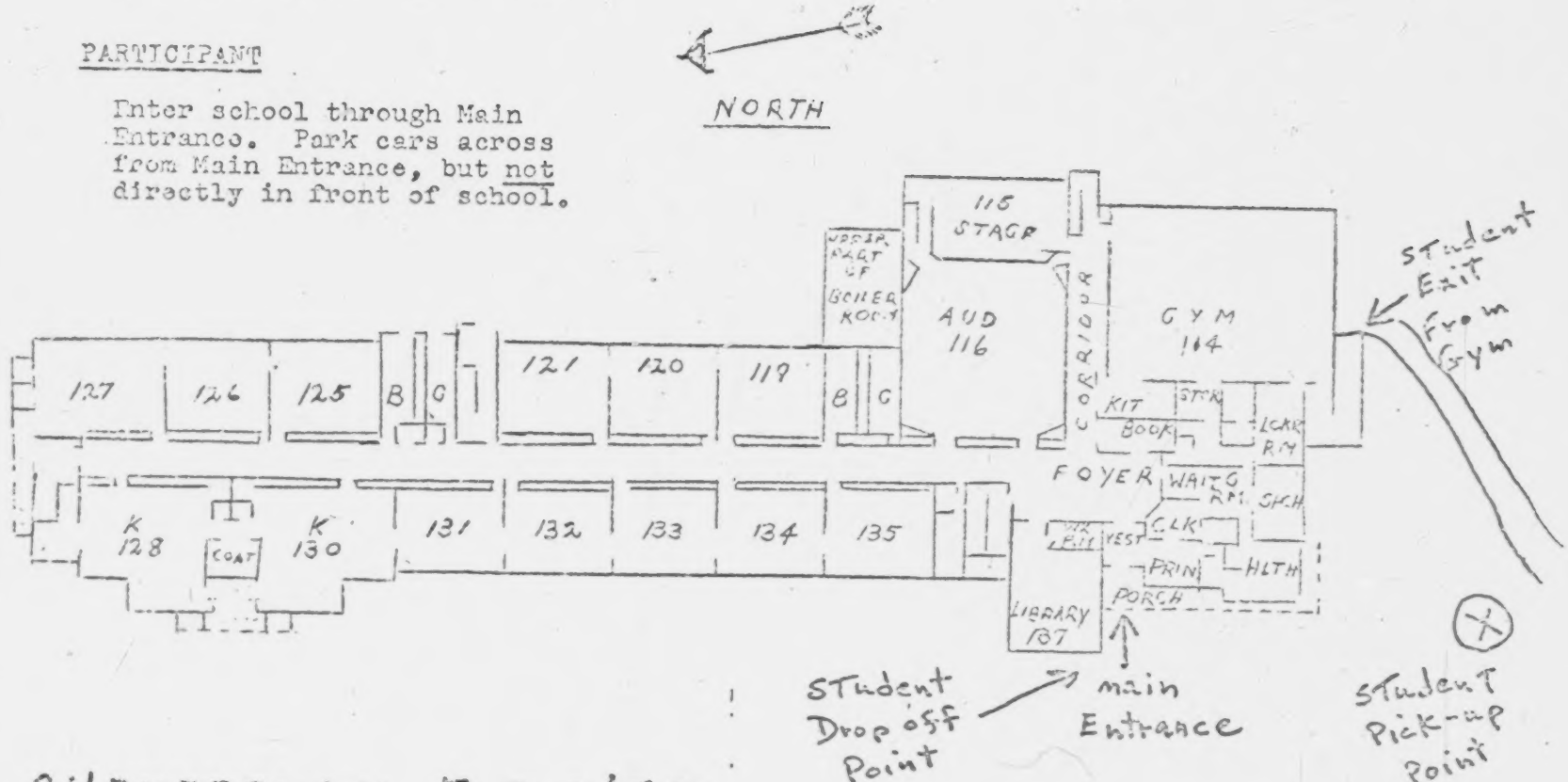
7. Mr. Donald Paris, Director
Guidance Department

BUSES

Bus to enter from Chapman Street and leave by Newington Ave.

PARTICIPANT

Enter school through Main Entrance. Park cars across from Main Entrance, but not directly in front of school.



CHAMBERLAIN ELEMENTARY SCHOOL

CHAMBERLAIN ST.

Participants parking area

25

NEW BRITAIN PUBLIC SCHOOLS
C.C.O.P. & GUIDANCE DEPARTMENT
VOCATIONAL EDUCATION DEPARTMENT

To: All Principals, Teachers (grade 6), Public & Parochial and Conference Committee

From: C.C.O.P. and the Departments of Guidance & Vocational Education

Subject: Second Elementary Career Exploration Day

Dates: May 24, 25, 1972

ORGANIZATION

Chamberlain Elementary School. . Wednesday, May 24, 1972
. . Thursday, May 25, 1972

Coffee and Get-acquainted hour. .8:10 a.m. to 8:30 a.m.

Program . . . . . .Wednesday-8:30 a.m. to 2:00 p.m.
. .Thursday--8:30 a.m. to 3:00 p.m.

Lunch both days . . . . . 11:15 a.m. to 12:25 p.m.

CAREER CONFERENCE GROUP SCHEDULES

Wednesday, May 24, 1972

8:30 a.m.	to	9:15 a.m.	-	A - Group
9:15 a.m.	to	10:00 a.m.	-	B - Group
10:00 a.m.	to	10:25 a.m.	-	Morning Break
10:30 a.m.	to	11:15 a.m.	-	C - Group
11:15 a.m.	to	12:24 p.m.	-	Lunch Break
12:30 p.m.	to	1:15 p.m.	-	D - Group
1:15 p.m.	to	2:00 p.m.	-	E - Group

Thursday, May 25, 1972

8:30 a.m..	to	9:15 a.m.	-	F - Group
9:15 a.m.	to	10:00 a.m.	-	G - Group
10:00 a.m.	to	10:25 a.m.	-	Morning Break
10:30 a.m.	to	11:15 a.m.	-	H - Group
11:15 a.m.	to	12:25 p.m.	-	Lunch Break
12:30 p.m.	to	1:15 p.m.	-	I - Group
1:15 p.m.	to	2:00 p.m.	-	J - Group
2:00 p.m.	to	2:10 p.m.	-	Afternoon Break
2:15 p.m.	to	3:00 p.m.	-	K - Group

CAREER EXPLORATION DAY

BUS SCHEDULES

WEDNESDAY, MAY 24, 1972

MORNING SESSION

GROUP A - 8:30 a. m. to 9:15 a. m.
Smith - 4 classes - 115 students

GROUP B - 9:15 a. m. to 10:00 a. m.
Vance - 3 classes - 77 students
Northend - 2 classes - 45 students
122

GROUP C - 10:30 a. m. to 11:15 a. m.
Jefferson - 3 classes - 75 students
Gaffney - 2 classes - 53 students
128

AFTERNOON SESSION

GROUP D - 12:30 p. m. to 1:15 p. m.
Stanley - 3 classes - 60 students
Smalley - 2 classes - 66 students
126

GROUP E - 1:15 p. m. to 2:00 p. m.
Holmes - 2 classes - 90 students
St. Marys - 1 class - 28 students
118

THURSDAY, MAY 25, 1972

MORNING SESSION

GROUP F - 8:30 a. m. to 9:15 a. m.
Lincoln - 3 classes - 70 students
St. Matthews - 1 class - 5 students
St. Josephs - 2 classes - 38 students
113

GROUP G - 9:15 a. m. to 10:00 a. m.
DiLoreto - 4 classes - 99 students
Franklin - 1 class - Ms Frick - 28 students
127

GROUP H - 10:30 a. m. to 11:15 a. m.

Putnam	- 2 classes	-	62 students
Holy Cross	- 2 classes	-	65 students
			127

AFTERNOON SESSION

GROUP I - 12:30 p. m. to 1:15 p. m.

Burritt	- 3 classes	-	85 students
Franklin	- 1 class-J. Gavin	-	24 students
			109

GROUP J - 1:15 p. m. to 2:00 p. m.

Sacred Heart	- 2 classes		-	65 students
Camp	- 1 class		-	23 students
** Chamberlain	- 1 class	- Mrs. Lay	-	27 students
				115

** GROUP K - 2:15 p. m. to 3:00 p. m. - NO BUS NEEDED

Chamberlain - 3 classes - 84 students

A. Co-Chairman: Mr. Brian Desmond
Mr. Gilbert K. Hatch, Jr.

1. Career Conference Committee to submit final organization of program to principals.

2. Principal to provide students to greet and escort conference participants on their arrival at Chamberlain School.

3. Principal to provide I. D. name tags for conference participants.

4. Principal to arrange for a coffee "get acquainted" hour 8:10 a. m. to 8:30 a. m.

5. Letters of appreciation

   5.1 under the direction of classroom teacher.
   5.2 letter to be developed by classroom organization.

B. Career Conference Participants

1. Classroom teacher to conduct initial career interest using career folders presented to each teacher.

2. Career committee to select and contact participants.

   2.1 Participants may set up on May 23, 1972, between the hours of 8:30 a. m. and 3:30 p. m.

2.2 Participants are to enter school parking lot from Newington Avenue.

2.3 Participants are to bring any exhibits etc. through the main school entrance.

C. Pre-Testing and Post Testing

1. Test designed by Mr. Desmond, Mr. Greco, Mr. Hatch.
2. Pre and post testing done by sixth grade teachers.
3. Evaluation of conference by committee.

D. To Be Arranged

1. Publicity
2. Lunch for career participants
3. Securing, arrangement, and assignment of areas by career committee.
4. Mimeographing responsibility - committee
5. Invitations - committee
6. Career Conference statistics - committee
7. Constructive criticism and recommendation by principals and teachers.

E. Resources and References

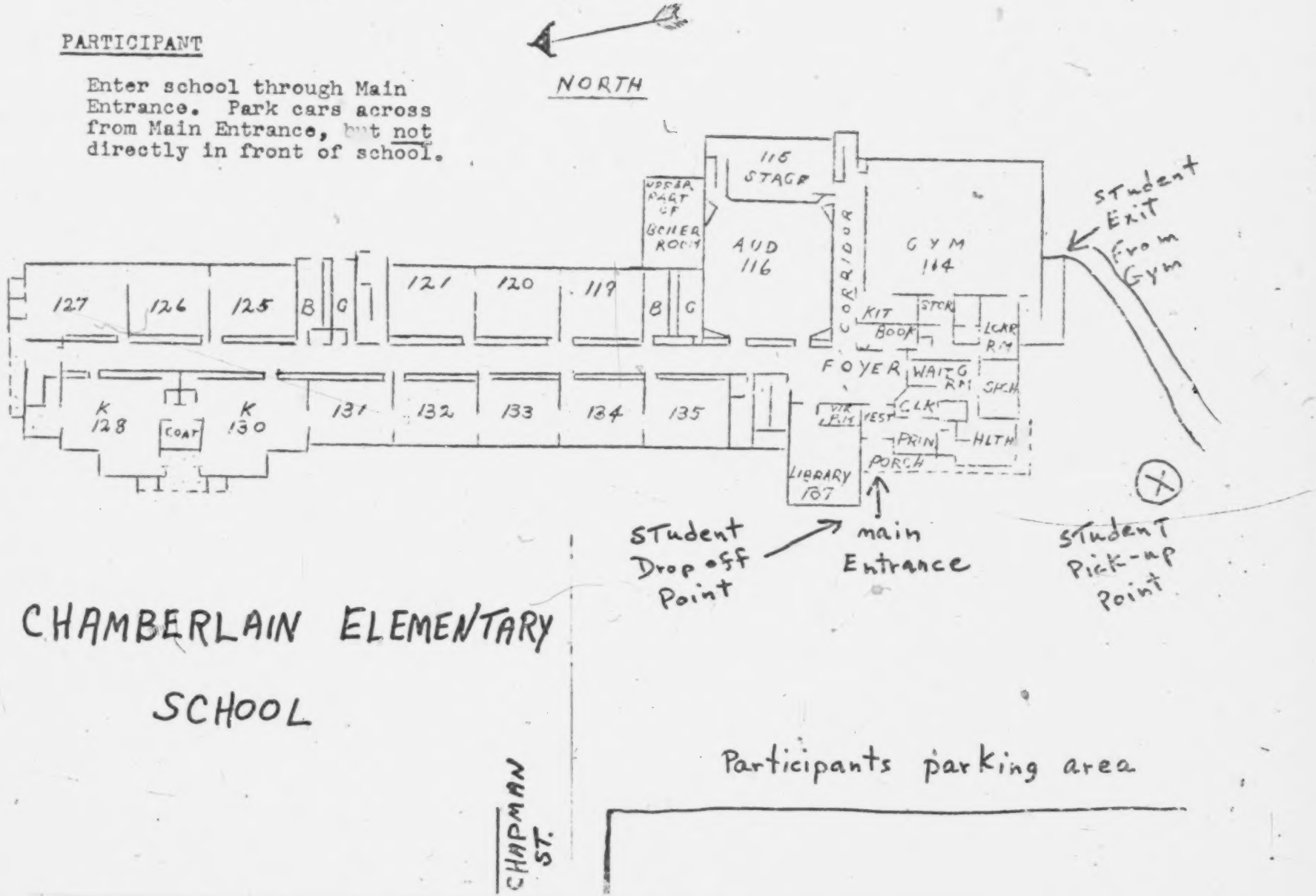
1. All reference and audio-visual materials - Mr. Boyle and Mr. Desmond.
2. Resource people - Mr. Kevorkian, Mr. Paris, Mr. Greco, Mr. Desmond and Mr. Hatch.
3. Consultants for career conference - entire committee.

BUSES

Bus to enter from Chapman Street and leave by Newington Ave.

PARTICIPANT

Enter school through Main Entrance. Park cars across from Main Entrance, but not directly in front of school.



PUBLIC SCHOOLS OF NEW BRITAIN
ADMINISTRATION BUILDING
New Britain, Connecticut

Dr. Thomas R. Bowman
Superintendent of Schools

Lester Levine
Assist. Superintendent of Schools

On May 24-25, 1972, the New Britain School District will sponsor "Career Exploration Days" as part of the Community Career Orientation Program for all students in (one grade level) grade six. Approximately 1300 students will participate in this two-day program.

The "Career Exploration Days" program will be held by the departments of Guidance, Vocational Education, Community Career Orientation Program and the Community Advisory Committee.

Miss Viola H. Glaser, Principal of the Chamberlain Elementary school, and the staff will host the two-day program. The school is located at 120 Newington Avenue.

The "Career Exploration Days" will provide the pupils with broader learning experiences, increase their career awareness of the complexities and interactions of people helping them become better acquainted with their community and the world of work.

Twenty different occupational areas, representative of New Britain, will be shown. As a representative, we would like you to demonstrate your particular occupational area in a "show and tell" method. You will be provided space to use visual materials, displays, mock-ups, and any other equipment necessary to enhance your demonstration, and where practical students may be used in "hands on" demonstrations.

The children from each sixth grade will participate for a total of forty-five minutes. The period will be made of two (2) twenty-minute periods with a five minute break in between. During the first twenty minutes, the children will visit their first choice of occupational area; during the second period, they will visit their second choice.

Participatns should notify us of the names of people who will participate. We will need to know the number of electrical machines to be used and the amperage of each. If a larger area for demonstrating your career is needed, please indicate on enclosed form.

Tuesday, May 23, 1972, between the hours of 8:30 a.m. and 4:00 p.m., will be put aside for the participants to set-up for the career days.

The "Career Exploration Days" will begin with a get-acquainted and coffee hour from 8:10 a.m. to 8:30 a.m. The entire time of the "Career Exploration" will be from 8:10 a.m. to 11:15 a.m. and 1:00 p.m. to 2:30 p.m., on Wednesday and until 3:30 p.m., on Thursday.

If there are any questions concerning the above, please call one of the following program coordinators: Marcel Greco, Brian Desmond or Gilbert Hatch -- Telephone No. 224-9121.

Very truly yours,

Director of Community
Career Orientation

PUBLIC SCHOOLS OF NEW BRITAIN
ADMINISTRATION BUILDING
NEW BRITAIN, CONN. 06050

THOMAS R. BOWMAN, PH. D.
SUPERINTENDENT OF SCHOOLS

27 HILLSIDE PLACE
PHONE 224-9121

May 9, 1972

Dear

You are cordially invited to attend the Career Exploration Day program conducted with all children, in grade 6, in the Public and Parochial Schools of New Britain. The program will take place on Wednesday, May 24 and Thursday, May 25, 1972 from 8:30 a. m. to 3:00 p. m. in the gymnasium of the Chamberlain Elementary School. The Community-Career Orientation Program, the Guidance Department and the Vocational Education Department are the three school agencies responsible for the development and the implementation of this program.

The goals of the Career Exploration Day are to invite representatives from both the public and private sectors of our community to share their expertees and thereby helping pupils to broaden their vocational interests, to provide knowledge of the complexities and interaction of people and to help them understand the real world of work.

We would sincerely love to share this effort with you and invite you to help us to evaluate the worth of this kind of educational program.

Sincerely yours,

Thomas R. Bowman

Thomas R. Bowman, Ph. D.
Superintendent of Schools

TRB:hm

COMMUNITY - CAREER ORIENTATION PROGRAM
VOCATIONAL EDUCATION PROGRAM
GUIDANCE DEPARTMENT

To: All Principals and Teachers of Grade Six

From: Career Exploration Day Committee

Subject: Career Day -- Pre and Post Survey

The Community - Career Orientation program, with the assistance of the Vocational Education Program and Guidance Department, will present to the sixth grade children an opportunity to explore the "world of work."

Career Day will take place May 24 - 25, 1972, at the Chamberlain School, with twenty different occupational areas participating.

More information will be forwarded, including schedules, etc., for those who will participate.

Please have your children complete the survey and return to the Community - Career Orientation Program office by April 14, 1972.

COMMUNITY-CAREER ORIENTATION PROGRAM
VOCATIONAL EDUCATION PROGRAM
GUIDANCE DEPARTMENT

USES OF THE SURVEY

1. The students are to pick a first Career interest area from the list. Each student will have First Choice for 20 minutes, an Over View for 5 minutes and a Free Choice for 20 minutes. Have the students write on a slip of paper their choices, for their own information. Use a form similar to the sample attached to this survey.
2. Have the student pick a job from the career clusters and write a brief history of the job for Language Arts.
3. Pick from the career clusters a job to investigate.
   Have the student write a paper containing the following information:

   Job Description------What the job consists of - what do the workers do.

   Education----------What educational background is needed, training period, apprenticeship if any.

   Future of the Job----Possible advancement in this field, future needs of and for the job.

   Wages----------What are the present wages of the job? How can you find out? What are some of the benefits of the job.

   Explanation of tools-What tools are necessary, is training needed to use the tools, what other equipment will be necessary?

   Related experience---Relate personal experience of a job done by the student or observed by the student.
4. As an Art lesson have the student draw, paint etc., a picture of someone engaged in the job of his choice.

April 18, 1972

COMMUNITY-CAREER ORIENTATION PROGRAM
VOCATIONAL EDUCATION PROGRAM
GUIDANCE DEPARTMENT
CAREER EXPLORATION DAY

SURVEY

Read to all grade students participating in the Career Exploration Day at Chamberlain School. Select from the following areas your first Vocational Interest and list. Each student will have a First Choice for 20 minutes, an Over View for 5 minutes and a Free Choice for 20 minutes.

VOCATIONAL AREAS

I OPPORTUNITIES IN FOOD SERVICES

Waiters, waitresses, chef, cook (short order and assistant), food hostess, food manager, food handlers, bakers (baker's helper) maitre d'hotel, merchandising and control (food) dietitian and dietary aides.

II. OPPORTUNITIES IN PRINTING

Off-set, letter press, type setter, linotype operator, etc.

III. OPPORTUNITIES IN BANKING

Teller, mortgages, checking accounts, insurances, savings, etc.

IV. OPPORTUNITIES IN COMMUNICATIONS

Operator, linesmen, installer, billing & accounts, etc.

V. OPPORTUNITIES IN PLUMBING

Installation of bathtubs, sinks, showers and toilets. Repairing faucet, sanitary lines, etc.

VI. OPPORTUNITIES IN CARPENTRY

Construction of houses, buildings, cabinet makers, rough and finish work, etc.

VII. OPPORTUNITIES IN AUTOMOTIVE

Overhaul, body and fender repair, etc.

VIII. OPPORTUNITIES IN BEAUTY CULTURE

Hairdresser, Cosmetician, Beautician, Beauty Operator

IX. OPPORTUNITIES IN OFFICE EDUCATION

Secretary (medical and legal), secretary (transcription and stenographic), key punch operator, record keeping, bank teller, bookkeeping and accounting, clerk (typist, filing and general).

X. OPPORTUNITIES IN MACHINE OPERATORS

Automatic screw machine, lathe operator, drill press operator, milling machine, set-up man, machine tool (apprenticeship program), grinding (tool, etc.), inspection, quality control, measuring gauges and instruments, blueprint reading, shipping and receiving.

XI. OPPORTUNITIES IN THE FIELD OF MEDICINE

General Practitioner, Surgeons, Eye, Ear and Nose Specialist, Obstetrics and Gynecology, etc.

XII. OPPORTUNITIES IN DENTISTRY

(Dental Technician, Dental Hygienist, Dentist, Team) cleaning, filling and pulling teeth, braces, etc.

XIII. OPPORTUNITIES IN PHOTOGRAPHY

Still Photography, movies, commercial, aerial, news photography, T. V.

XIV. OPPORTUNITIES IN PROTECTIVE SERVICES

Local police, State police, F.B.I., Local firemen.

XV. OPPORTUNITIES IN DRAFTING

Mechanical, architectural, machine, etc.

XVI. OPPORTUNITIES IN ELECTRICITY & ELECTRONICS

Electrician, Radio & T. V. repairs, etc.

XVII. OPPORTUNITIES IN WORLD OF FASHIONS

Clothes, styles, design, colors, making of clothes.

Illustration, sales, buying, merchandizing

XVIII. OPPORTUNITIES IN HEALTH CAREERS

R.N., L.P.N., Nurses Aide (Male & Female)

Inhalation Therapy

X-Ray Technician

Laboratory Technician

Medical Technician

- -

Sample

CHAMBERLAIN SCHOOL

CAREER EXPLORATION DAY

Wednesday-Thursday, MAY 24-25, 1972

Select the most interesting Vocational area as your first choice:

1. First Choice: _____
(to be filled in by pupil before the program)

2. Free Choice: _____
(to be filled in by pupil upon return to class from the program)

_____ _____
(please print) STUDENT'S NAME TEACHER

COMMUNITY CAREER ORIENTATION PROGRAM

VOCATIONAL EDUCATION PROGRAM

GUIDANCE DEPARTMENT

Student's Name_____ Boy____ Girl____

DIRECTIONS FOR ADMINISTERING CAREER DAY PRE AND POST SURVEY:

1. Distribute Survey to each child.
   (Be sure each child has a sharp pencil)

2. Read each question twice. Allow time for children to answer.
   Please circle one answer.

   EXAMPLE: Are you a happy person? Yes No
   (Have student circle one answer)

SURVEY

1. Do you know what a career cluster is? Yes No
2. Are you interested in a career education? Yes No
3. Do you think it is necessary to continue your education beyond High School? Yes No
4. Do you like to work with tools and machines? Yes No
5. Do you know where your father or guardian works? Yes No
6. Do you know your father's or guardian's occupation? Yes No
7. Do you know how your father is paid? Yes No
8. Do you know your mother's or guardian's occupation? Yes No
9. Do you know what type of work you would like to do? Yes No
10. Do you think you would like a job working indoors? Yes No
11. Do you enjoy working with others? (people) Yes No
12. Are you skillful in using your hands? Yes No
13. Have you ever visited an employment office? Yes No
14. Have you ever filled out a job application? Yes No
15. Would you enjoy repetitive type job? Yes No
16. Do you have a Social Security Number? Yes No
17. Do all jobs or occupations require the same amount of training? Yes No

April 1972

To: All grade 6 Teachers

From: Gil Hatch

Subject: Career Exploration Day - Film

The enclosed roll of film and flash cubes are to be used on Career Exploration Day. Use the mailer when you have finished the roll of film.

Each school should have the Instamatic camera available. I cannot supply new batteries for your cameras.

April 24, 1972

COMMUNITY-CAREER ORIENTATION PROGRAM

Career Exploration Day

Job Brief

Directions: For a quick survey of what the student knows of his own father and/or mother's occupation or job, the following work sheet can be used:

Pupil: _____ _____ _____

Last First School Grade

Occupation: _____ _____

(Parent or Guardian) -Specific-

WORK PERFORMED (DUTIES)

(Select The Ones That Apply)

1. Sit or Stand
2. Walk or Ride
3. Coveralls or No Coveralls
4. Hazardous or Non-Hazardous
5. Home or Away - (Travels)
6. Skilled or Unskilled
7. Tools Needed or Not Needed

8. Special Training - Yes - No

9. Hours: Regular or Irregular
10. Overtime or No Overtime

11. Repetitive or Non-Repetitive

B. REMUNERATION (How Parent or Guardian Paid? (Check - One)

1. Day Rate - Hourly
2. Time and Half over 8 hours or 40
3. Salary - Monthly - Bi-Monthly
4. Commission
5. Bonus
6. Incentive - (Piece Work)

C. REGULARITY OF THE OCCUPATION

1. Steady
2. Seasonal
3. Cyclical

GLOSSARY

COVERALLS: work pants with bib to protect clothing.

HAZARDOUS: dangerous, one can get hurt.

SKILLED: trained to do a job.

REGULAR: a work day of 8 hours.

IRREGULAR: a work day that is never the same from day to day.

OVERTIME: work beyond the 8 hours of a regular work day.

REPETITIVE: something done over and over

REMUNERATION: pay - money received for work.

DAYRATE OR HOURLY: pay - money by the day or hour.

COMMISSION: reward for good selling.

BONUS: gift from employer usually during the holidays.

INCENTIVE: piece work: pay for doing extra work - pay for a number of parts completed.

STEADY: not changing.

SEASONAL: work only during a time of the year - summer, fall, spring, winter.

CYCLICAL: A job that must be done over and over.

OCCUPATION: A job, work.

FRINGE BENEFITS: Insurance policies, CMS, Blue cross that are paid for by the employer.

SOCIAL SECURITY: A special fund of money put away by the government to aid any employee at retirement, sickness, and helps family.

MAJOR MEDICAL: Insurance that helps pay for illness.

BLUE CROSS: Insurance that helps pay for hospital bills.

CMS: Insurance that helps pay for doctor bills or operations.

EMPLOYER: The place where you work or the person who hires you.

EMPLOYEE: The worker - the person doing the work.

TECHNICAL TRAINING: Schooling or Education for an occupation or job.

CAREER CLUSTER: Similar or like occupations or jobs.

CAREER: An occupation or job which requires training - life's work.

COMMUNITY-CAREER ORIENTATION PROGRAM

VOCATIONAL EDUCATION PROGRAM

GUIDANCE DEPARTMENT

SUGGESTED TOPICS FOR CAREER EXPLORATION DAY

TO: THE TEACHER

Before a student can effectively evaluate Career Clusters, he must be aware of all aspects of the occupations or jobs included within them.

To help start the student, after he has picked a particular career, the enclosed outlines will help the teachers to guide the students in reporting about an occupation.

A glossary of common terms is also in this folder.

The teacher can make use of the outline by having the student investigate and locate more information on the various career clusters and jobs.

Other uses of the guide to the teacher is to assign activities in art, language, social studies, mathematics and science.

COMMUNITY-CAREER ORIENTATION PROGRAM

VOCATIONAL EDUCATION PROGRAM

GUIDANCE DEPARTMENT

SUGGESTED OUTLINE FOR TEACHER DISCUSSION OF A CAREER

1. IMPORTANCE AND NEEDS OF _____ IN NEW BRITAIN
(Student's Occupational Interests)

   1.1 State
   1.2 Nation

2. DESCRIPTION OF THE VOCATION

   2.1 Nature of the work-hours, working conditions
   2.2 Attractive features - associations, social status, pensions
   2.3 Undesirable features - hazards, strains
   2.4 Present outlook - demand and supply

3. REQUIREMENTS OF THE VOCATION

   3.1 Education and Training - amount, nature, time, expense

      a. School subjects most essential
      b. Skills and abilities most needed
      c. Recommendations of where to obtain training, credentials, licenses

   3.2 Personal qualifications

      Mental ability, personality types, special interests, appearance, age, sex, ability to follow directions, ability to lead other people, common sense or good judgment, orderliness, system and neatness, initiative, resourcefulness, punctuality, perserverance, industry, thoroughness.

   3.3 Physical qualifications

      Any special demands upon health, nerves, lungs, feet, endurance, vision

4. REWARDS OF THE VOCATION

   4.1 Financial - pay scale or reasonable income

      a. How paid - salary, commission, wage, bonus

   4.2 Security - pensions, retirement allowance, tenure
   4.3 Possibility of transfer to related vocations
   4.4 Opportunity for advancement - promotions
   4.5 Personal - service to others, associations, prestige, self-expression

5. HOW TO GET STARTED IN THE VOCATION

   5.1 Where to apply
   5.2 Sources of further information on vocation

COMMUNITY-CAREER ORIENTATION PROGRAM

VOCATIONAL EDUCATION PROGRAM

GUIDANCE DEPARTMENT

SUGGESTED OUTLINE FOR CAREER EXPLORATION REPORTS

I. Importance of the Occupation and Its Relation to Society

II. Work Performed (Duties)

III. Qualifications

- A. Age (Hazardous - Non-hazardous)
- B. Sex (Male or Female Predominance)
- C. Special Skills
- D. Personal (Personality Traits)

IV. Preparation

- A. General Education
- B. Special Training (Special tools or materials)
- C. Experience

V. Advancement

- A. Possibilities of
- B. Usual Stops

VI. Hours

- A. Regular or Irregular
- B. Overtime

VII. Remuneration

- A. Beginning
- B. Most Common Wage
- C. Maximum
- D. Method - Day Rate, Salary, Commission, Bonus, Incentive

VIII. Regularity of Employment (Demand)

- A. Steady
- B. Seasonal
- C. Cyclical

IX. Related Jobs

TO: All Principals and Teachers, Grade 6

FROM: Brian Desmond, Gil Hatch

SUBJECT: Use Of Application Form

The enclosed applications are of the type used by the Civil Service Commission in screening candidates for city jobs.

As you know "city jobs" include a wide variety of positions such as laborers in the Department of Public Works, secretarial positions in all departments and summer life guards in the Park Department. Because this wide variety of jobs involves a wide variety of duties, criteria from the application used in selecting a candidate will vary, depending upon the position being filled.

We felt that discussion of the application with the children, emphasizing the relationship between particular jobs and what constitutes relevant information about candidates for these jobs, would be of help in understanding the concept of job preparation. The job application also helps to show the art of communication through the English language.

The Thermo-fax machine in your building can be used to make a spirit master of the application thus enabling you to provide a copy for each child in your class.

APPLICATION FOR NON-COMPETITIVE POSITION

Name (print) _____ (LAST) _____ (MIDDLE) _____ (FIRST)

Address _____ Phone No. _____

Date of Birth _____ (DAY) (MONTH) (YEAR) Citizen: Yes ☐ No ☐ Height _____ (FEET) (INCHES) Weight _____

How long a resident of New Britain _____ (YEARS) Type of Work Desired _____

Social Security No. _____

SAMPLE COPY ONLY

Educational Record

	NAME OF SCHOOL	COURSES MAJORED IN	CHECK LAST YEAR COMPLETED				GRADUATE? GIVE DEGREE	LAST YEAR ATTENDED
ELEMENTARY			5	6	7	8	☐ Yes ☐ No	19
HIGH SCHOOL			1	2	3	4	☐ Yes ☐ No	19
COLLEGE			1	2	3	4	☐ Yes ☐ No	19
BUSINESS OR TECHNICAL			1	2	3	4	☐ Yes ☐ No	19

Employment Record

List Last Position First.

DATES FROM MO. YR	DATES TO MO. YR	NAME AND ADDRESS OF COMPANY	BUSINESS	POSITION YOU HELD	SALARY	REASON FOR LEAVING

SAMPLE COPY ONLY

Give name and address of person to notify in case of emergency:

_____ (RELATIONSHIP) _____ (TELEPHONE NO.)

Applicants will be required to pass a Medical Examination before appointment is made.

Have you any physical defects? Yes ☐ No ☐ Type _____

Have you ever been convicted of a crime? _____ If so, give date and place _____

_____ Offense _____

Disposition of case _____

Give names and addresses of three character references, excluding relatives and former employers.

Name _____ Address _____ (CITY) _____ (STATE)

Name _____ Address _____ (CITY) _____ (STATE)

Name _____ Address _____ (CITY) _____ (STATE)

The statements by me in the above application are true and complete to the best of my knowledge. I authorize the City of New Britain to investigate all references and I understand that any misstatements by me shall be cause for dismissal or loss of further consideration.

Dated this _____ day of _____

Signed _____

COMMUNITY-CAREER ORIENTATION PROGRAM
VOCATIONAL EDUCATION PROGRAM
GUIDANCE DEPARTMENT

The World of Work: (learning about it)

1. Man and his environment

   a. How to obtain this information
   b. Dependence upon others
   c. Dependence of others upon me -- obligations to others
   d. Interdependence

2. Why people must work?

   a. Man cannot produce all his needs -- specialization
   b. Interdependence of workers -- local, state, national, world
   c. Areas of specialization; metal industries, food production, processing, textiles, etc.

3. The dignity of work (social approval)

   a. Are all occupations socially approved?
   b. All socially approved jobs are important from the standpoint of:

      1. The individual's dignity and welfare
      2. The family
      3. The neighborhood environment
      4. The economy of the state and nation as a whole

4. How school subjects are related to occupational fields and jobs:

   a. English -- languages
   b. Mathematics - Sciences
   c. Industrial Arts - Home Economics
   d. Social Studies, government, economics
   e. Art, music, physical education, etc.

5. How one's characteristics and traits are related to progress and success in occupations and jobs:

   a. Ability to cooperate and get along with others
   b. Personal obligation to one's employer

      1. Attendance and punctuality
      2. Giving a day's work for a day's pay
      3. Proper care of equipment and tools
      4. One's dependability -- loyalty to employer
      5. Initiative, leadership, followership, etc.

6. Use of English, mathematics, science, shop and laboratory experience

7. Choosing your life's work: (Vocation or Career)

   1. Taking stock of your special interests -- attempts to answer such questions as:

      a. Why is it necessary to give careful thought to choosing a vocation?
      b. What are the logical steps in choosing a vocation?
      c. Why should you analyze yourself before you start to investigate occupations?
      d. How may you relate your special interests and aptitudes to occupations?
      e. What is the value in cultivating new interests?

   2. Assessing your abilities and skills:

      a. How can we discover what our special abilities are?
      b. How can a general-intelligence test serve as a vocational guide?
      c. What basic skills are essential "tools" for everyone?
      d. To what extent do abilities and skills determine how far one can go in a chosen field?

   3. Examining your physical and mental health:

      a. Why should a person consider his physical strength and energy in determining his fitness for certain kinds of work.

      b. What can an individual do to safeguard his physical health?

      c. What various methods can be tried in an attempt to find a job?
      d. What does an employer learn about an applicant in a personal interview?

INDUSTRIAL SPEAKERS' GUIDE

The enclosed proposal will explain the function of the Industrial Speakers' Guide.

Please indicate in a brief statement what you feel might be specific subject topics industrial speakers would present to your classes as a supplement to your course of study.

Your comments and suggestions should be relevant to units of learning to enrich your instructional program.

This proposal is a cooperative community school endeavour that will assist you as a classroom teacher.

The Guidance Department is greatly indebted to the Director of Vocational Education, notably, Mr. Arthur Kevorkian, who generously gave permission to use original materials and valuable information on compilation of Industrial Speakers' Guide.

I. PURPOSE

To support and assist the Public Schools of New Britain in its Educational - Vocational Program, by making available Industrial - Educational resource personnel, who will speak in subject areas related to the interests of the students.

II. OBJECTIVES

To develop a closer relationship between the community and the schools. To keep the schools abreast with technological changes in industry. To provide students with first-hand knowledge of the arts, crafts and practices in industry. To acquaint students with career opportunities in the industrial world. To engender in the students the appreciation and understanding of the role that industry plays in the community.

III. OPERATION OF THE PROGRAM

Each participating industrial - business concern through its speakers bureau will provide resource personnel throughout the school year, to those teachers who indicate the desire and plan to utilize this resource. Resource personnel will be utilized in units of instruction within established courses of study. These speakers will participate in single unit topics or a series of units dependent upon the students.

Resource personnel will also conduct class sessions in the plant, if conditions warrant such instruction. These sessions might be a plant tour, or remaining in one department for instruction and learning. This program will be planned as part of a course of study. Speakers will lecture and/or demonstrate equipment and materials where the need is indicated.

INDUSTRIAL SPEAKERS' GUIDE

Procedure and Follow-Up

In order to expedite the program for Industrial Speakers, the following procedures are suggested:

1. Enclosed is a list of speakers by subject area, name, address, and telephone number.

2. Teacher outline forms (uni to be covered) should be submitted to the Vocational Counselor and/or the Guidance Counselors in your school.

3. The Vocational Counselor and/or Guidance Counselor will contact a speaker from the list for acceptance. Counselor will send unit outline to speaker.

4. Counselor will notify teacher who in turn will call the speaker for follow-up on details and clarification of speakers' role as an instructor.

5. Teachers are requested to submit a follow-up evaluation report on the unit covered.

6. Assistance for any problem areas not covered, can be had by contacting Mr. Klym or Mr. Kevorkian, Mr. Paris and Mr. Greco. Administrative Offices, Telephone number 224-9121.

NOTE: Speaker should be met by a school representative at the school office.

Forms available in the Administrative Offices of Guidance and/or Vocational.

NEW BRITAIN PUBLIC SCHOOLS
New Britain, Connecticut

INDUSTRIAL SPEAKING BUREAU

UNIT OF INSTRUCTION TO BE COVERED

OUTLINE

Teacher _____ School _____

Unit to be covered _____ Month _____ Day _____ Time _____ Period _____

Please be specific in your request and indicate if plant visit is desired.

Speakers will be given a copy for preparation and presentation
(Return to Arthur H. Keverkian-Director of Vocational Education)

NEW BRITAIN PUBLIC SCHOOLS
New Britain, Connecticut

INDUSTRIAL SPEAKING BUREAU

Follow-up Evaluation

This report will be used to evaluate the program for the year.
Please fill in all pertinent information.

Speaker _____ Position Held _____ Firm _____

School _____ Class Grade _____ Subject _____

Date Presented _____ Unit of Instruction _____

Teacher _____ No. of Students _____

Please indicate students' response to the presentation:

Suggestions for any improvements:

(Return to Arthur H. Korvorkian - Director of Vocational Education)

LIST OF SPEAKERS

ACCOUNTING - C.P.A.

Mr. Arthur S. Day
Tel. 229-1689

AIR-LINE - STEWARDESS

American Airline - Kiwi Club
Tel. 1-527-5141

ARMED FORCES

Recruiting Officers
U.S. Army 223-7305
U.S. Airforce 229-0641
U.S. Marines 229-8116
U.S. Navy 224-2352

AUTOMOTIVE

Mr. Frank Ritchie
E.C. Goodwin Technical School
Tel. 225-7863

AVIATION/FLYING

Lt. Col. Chester Kuras
Conn. Air National Guard
Tel. 1-623-8291 - Ext. 21

BANKING

Mr. Norman Erickson
Executive Vice-President
New Britain Savings Bank
Tel. 229-6431

Mr. Richard Moore
Personnel Director
New Britain National Bank
Tel. 229-3731

Mr. Richard C. Syrett
Vice-President
Burritt Mutual Savings Bank
Tel. 225-7601

BEAUTY CULTURE

Mrs. Lottie Kostreva
E.C. Goodwin Technical School
Tel. 225-7863

Hartford Academy of Hairdressing
Tel. 1-236-5461

BEAUTY CULTURE (con't)

Miss Josephine Solmo
Head Instructor
National Hairdressing Academy
Tel. 229-5375

New England School of Hair-dressing
Tel. 1-347-5694

Mr. Maurice Aparo, President
Crown Hairdressing Academy
Tel. 225-4651

BROADCASTING - RADIO/TV

Mr. John Palmer, Program Mgr.
WHNB TV - Channel 30
Tel. 223-3603

CONSTRUCTION/CARPENTRY/BUILDING

Mr. Erwin Honschke
Tel. 225-7863

E.C. Goodwin Technical School
Tel. 225-7863

Mr. Leonard Abrahamson
Tel. 828-5561

CHILD CARE & DEVELOPMENT

Miss Kathleen Kingsley-Director
New Britain Day Care Center
Tel. 224-9480

New Britain C.E.O.
Headstart Program Director
Tel. 225-8601

COMPUTER SCIENCE

Dr. Manlio Jannaco, Director
Computer Center
Central Connecticut State
College
Tel. 225-7481

ECOLOGY

Dr. Leon J. Gorski
Central Connecticut State
College Tel. 225-7481

ELECTRONICS

Mr. Richard Dibble
E.C. Goodwin Technical School
Tel. 225-7863

ENGINEERING

Mr. Charles Pothybridge
New Britain Machine Company
Tel. 229-1641

Mr. Kilbourne Church
Fafnir Bearing
Tel. 225-5151

Mr. Burke Field
Allied Thermal Corp.
Tel. 229-4821

Mr. Leo Soccombo
Stanley Works
Tel. 225-5111

Mr. Walter Surko
Emhart
Tel. 225-7411

Mr. James Cloutier
Stanley Works
Tel. 225-5111

FASHION DESIGN/DECORATING

Mrs. Sophie F. Loisello
E.C. Goodwin Technical School
Tel. 225-7863

Mrs. Janet Cook
New Britain Public Schools
Tel. 224-9121

Mr. Donald Rosys
B.C. Porter & Sons
Tel. 229-1621

FOOD SERVICE

Mr. Richard Gliddon
Director of Food Services
New Britain General Hospital
Tel. 224-5011

Mr. John Camplin
Rest. Mrg.
W.T. Grant
Tel. 747-5491

FOOD SERVICE (con't)

Mr. Arnold Murray
Shuttle Meadow Country Club Inc.
Tel. 229-6000

Mr. Enzo Gronda
E.C. Goodwin Technical School
Tel. 225-7863

HEALTH CAREERS

Mr. Richard Dixie
Inhalation Therapy
New Britain General Hospital
Tel. 224-5576

Miss Katherine Rowe
Laboratory Technician
New Britain General Hospital
Tel. 224-5576

Miss Anne Grob-Lasky
Surgical Technician
New Britain General Hospital
Tel. 224-5576

Miss Lucy Doucotte
X-Ray Technician
New Britain General Hospital
Tel. 224-5576

Miss Mary Meany
Personnel Director
New Britain General Hospital
Tel. 224-5576

Dr. Claire Rhinehardt
Consultant
State Department of Education
Tel. 1-566-4723

INDUSTRIAL MATH

Mr. Carol Marston
Applications Engineer
Fafnir Bearing Co.
Tel. 225-5151

INDUSTRIAL TRAINING

Mr. Arthur L. Johnson
Director of Personnel
New Britain Machine Co.
Tel. 229-0351

INDUSTRIAL TRAINING (con't)

Mr. Robert MacBain
Personnel Director
Stanley Works
Tel. 225-5111

Mr. Murray Fischer
Manager of Communications
(English classes)
Stanley Works
Tel. 225-5111

Mr. Richard Spear
Director of Industrial Relations
Skinner Precision Industries, Inc.
Tel. 225-6421

Mr. Anthony Garro, Jr.
President
High Production Machine Co.
Tel. 225-7863

Mr. Steve Kotowski
E.C. Goodwin Technical School
Tel. 225-7863

Mr. Eugene Phaneuf
Guidance Director
E.C. Goodwin Technical School
Tel. 225-7863

Mr. Richard Nissi
Manager
Southern New England Tel. Co.
Tel. 223-9221

LABOR UNIONS

Mr. Samuel L. Monroe
President
New Britain Central Labor
Council
Tel. 229-0611

Mr. James Potano
New Britain Machine Co.
President Of Machinists Union
Lodge 1021
Tel. 229-1641 Ext. 374

LAW

Attorney Steven Anderson
New Britain Bar Association
President
Tel. 229-4855

CIVIL SERVICE EMPLOYMENT

Local - Law Enforcement
Fireman
Clerical
Secretarial
Public Work
Tel. 224-2491

U.S. CIVIL SERVICE

All jobs on Federal Level
Hartford, Connecticut
Tel. 1-244-2110

MEDICINE

Dr. James L. Callahan
President of New Britain Medical
Association
Tel. 225-9439

NEWS MEDIA

Mr. Tom Monahan
Channel 30 TV - Commentator
Special Events
Tel. 223-3603

Mr. Bob Douglas
Channel 30 TV
Commentator
Tel. 223-3603

Mr. Lindsey Wellman
Personnel Director
New Britain Herald
Tel. 225-4601

Mrs. Harlow Borgendoff
Educational Reporter
New Britain Herald
Tel. 225-4601

NURSES AID

Mrs. Geraldine DeGravello
Director
New Britain General Hospital
Tel. 224-5576

NURSING

Mrs. Elaine Pegolo
Recruiting Officer
New Britain General Hospital
Tel. 224-5604

JOB OPPORTUNITIES FOR YOUTH
"BLACKS ARISE"

Mr. Lee Scott
Southern New England Telephone Co.
Tel. 247-9221

Mr. Alan Choppelle
John Hancock Company
Tel. 224-9656

OFFICE EDUCATION

Mr. William F. Clynes
Bureau of Vocational Services
Conn. State Department of Ed.
Tel. 1-566-4177

Mr. Michael Cordera
Aetna Life & Casualty Co.
Hartford, Connecticut
Tel. 1-273-0123

Miss Jessie Galbraith
New Britain Herald
Tel. 225-4601

DISTRIBUTIVE EDUCATION

Mr. Eliot N. Mag
Vice President
N.E. Mag & Sons
Tel. 224-2431

Mr. John Dillon
N.E. Mag & Sons
Tel. 224-2431

Mr. Robert Buckley
Hartford Public High School
Tel. 1-525-8601

Mr. Herbert Everett, Director
New Britain Chamber of Commerce
Tel. 229-1665

STATE LABOR DEPARTMENT

Mr. James Lynch
Consultant Apprenticeship
Training
Hartford, Connecticut
Tel. 566-2450 or 527-6341

Mr. John Cronin, Chief of Training
Apprentice Bureau
Tel. 566-2450 or 527-6341

STATE LABOR DEPARTMENT (con't)

Mr. David Katzin
Manager
Connecticut State Employment
Service
Tel. 223-3611

SPORT-RECREATION & COACHING

Dr. William Moore
Department Chairman
Central Connecticut State
College
Tel. 225-7481

ELEMENTARY TEACHING

Dr. Julia Dunn
Central Connecticut State College
College
Tel. 225-7481

SECONDARY TEACHING

Dr. James D'Angelo
Chairman of Department
Central Connecticut State
College
Tel. 225-7481

TELEPHONE OPERATOR

Mrs. Margaret Ohlson
Personnel Manager
Southern New England Tel. Co.
Tel. 223-9221

VETERINARIAN MEDICINE - D.V.M.

Dr. John J. McIntosh
Kensington, Connecticut
Tel. 229-1212

TRANSPORTATION - TRUCK DRIVING

Mr. Brainerd A. Brown
B.W. Trucking Company
Kensington, Connecticut
Tel. 828-4931

Mr. Charles P. Schwab
American Tractor Training
East Hartford, Connecticut
Tel. 1-289-6547 or 1-247-1189

Employment Requirements

Of course, you will *want to go to school.* You'll earn more as you learn more. The Compulsory School Law requires you to stay in school until you are 16 years old.

Until you are 18, you are required to get an employment certificate to protect you and your employer. The certificates are obtained through the office of the county or city school superintendents. You will also need a physician's health certificate and a copy of your birth certificate.

Child Labor Laws

About a hundred and fifty years ago, many children your age worked long hours in mills and shops. They did not go to school. They seldom had time to play. They often became sick as a result of the hard work and poor working conditions.

Now our country has laws that protect young people like you. You have time to go to school and time to play. Employers today need educated young people who are healthy. The laws protect the employers as well as their employees.

U.S. Social Security Administration
INFORMATIONAL MATERIALS Program
SSA Pub. No. 11
Educational Material

You are Twelve . . .

Where Can You Work?

SO–

YOU ARE TWELVE YEARS OLD!

Where can you work?

You can *work for your parents,* of course–and you can *be a helper* in the homes of your friends and neighbors.

You can *work in a private home–dusting furniture, washing, helping children,* or *performing other domestic service.*

You can also *work on farms* (except Georgia Child Labor Laws prohibit operation of hazardous machinery).

You can *sell newspapers on the street,* or you can *have your own paper route.*

On Your Own–

You can *do yard work–raking leaves, mowing lawns, pulling weeds, planting seeds and bulbs, etc.*

You can *work at washing cars* or *cleaning windows.*

Most other jobs require children to be 14 years old or older. Because you are under 16, you may work only four hours on a school day between the hours of 5:00 a. m and 9:00 p. m. During summer vacation, you can work eight hours a day but not more than 40 hours a week.

WHAT WE WANT TO BE

It is wonderful from
day to day
In our delightful way
To think about what
we want to be
From all the things
we see.
In school, we read and
talk and write
About many jobs and people
and things;
We see TV shows
To make our future
bright,
And draw and dance
and sing.
We like to come to
Pryor School
To see our teachers
our schoolmates--all;
We work and play
and obey the rules
As we grow big and tall.

Pamela Hammett
Pryor School

A CARPENTER

A carpenter's job is to build a house or building. But he does only the wood part. He doesn't do electrical work, masonry, and plumbing.
He has many tools. Some of them are levels, hammers, saws, and nails. The carpenter's job is very useful.

Dennis Elkins
Mrs. Quarterman's Sixth Grade
West School

RATE CLERK

I chose the rate clerk.
It looks like he enjoys his work.
He types on a machine.
His work has to be neat and clean.
He has a row of books with
a lot of information.
Of course you know he has to have
a high school education.

Debbie Smith
Mrs. Jones' Class
Cook School

SPACESHIP TO MARS

Some people drive buses
Some people drive cars
But someday I will drive
A spaceship to Mars.

Ronald Cleveland
Mr. Mason's Seventh Grade
Couch School

THE BANANA MAN

Putta, Putta, Putta
A Gasoline Boat
Putta, Putta, Putta,
I like to tell a joke.
If you see the banana man,
Tell him I'm in Disneyland.
Going on a great white ship
With a stem of bananas
Don't you slip.
Down the plank and up again.
Off to New York,
And this is the end.

Dessie Richmond
Mrs. Bowen's Seventh Grade
West Haven School

To: All Principals and 6th grade teachers

From: Gilbert Hatch, Director CCOP

Subject: A. V. materials available for use in preparing students for Career Exploration Day, May 24-25, 1972

All of the materials listed here are in our A.V. Dept. Before requesting a film or kit, a teacher should read the description of it in the A. V. catalogue to be sure it is suitable for his purposes.

Title	Catalogue No.
Firemen On Guard	S-409
Policemen: Day & Night	S-410
Fred Meets A Bank	S-534
Let's Visit A Shopping Center	S-487
Where Does Our Food Come From	S-504
A Community Keeps Healthy	S-489
Behind The Scenes At The Super Market	S-368
Farmer Don & The City	S-367
The Fireman	S-53
The Mailman	S-54
New England Fishermen	S-59
People Who Work At Night	S-369
A Visit With The Cowboys	S-101
The Factory: How Products Are Made	S-140
The Farmer	S-134
Food Store	S-118
Our Community	S-103
Bread	S-106
Milk	S-108
Wool	S-104
Cotton	S-110
Behind The Scenes At The Airport	S-49
Water For The City	S-591
Cities & Commerce - Where Do We Get Our Goods & Services	S-644
Cities & Manufacturing - Where We Make Things	S-665
Families & Jobs: Risa Earns Her Dime	S-666
Cities & Shopping - Where We Get Our Food	S-667
Cities & Transportation - Moving People & Goods	S-668
Southern New England Region: New Industries	S-663
Southeast Challenge & Change	S-574
Communications & The Community	S-741
Getting The News - Special Report	K-142
Black Americans At Work	K-198
Job Attitude - Why Work At All	K-201
Job Attitude - Liking Your Job & Your Life	K-202

TO: All Principals and Teachers, Grade 6

FROM: Gilbert K. Hatch, Jr.

SUBJECT: Career Exploration Day

By now the children should be well prepped on what to expect on Career Exploration Day.

Please use the kits made available to you in the few days remaining.

Also a reminder to have your children ready to board the buses 15 to 20 minutes before the time scheduled for your class to be at Chamberlain School. You will be called beforehand.

May 18, 1972

To: Career Exploration Day Participants

From: Gilbert K. Hatch, Jr., Director
Community-Career Orientation Program
27 Hillside Place
New Britain, Connecticut 06050

Subject: Questions for Career Exploration Day Participants

Please help us evaluate this years Career Day by answering the following questions:

1. Do you feel your time and efforts during our Career Exploration Program was used judiciously?

2. How can we improve our Career Exploration Program?

3. Any constructive suggestions and/or criticism will be greatly appreciated.

New Britain Public Schools

Guidance Department

Community-Career Program Vocational Educational Department

New Britain, Connecticut

Certificate of Appreciation

presented to

Joseph Palowski

In recognition of your participation in the Career Exploration Day for pupils at

Chamberlain Elementary School

Your valuable contribution to our pupils is deeply appreciated. We hope this certificate will serve as a momento of this occasion.

May 24,1972 - May 25,1972

Principal

Chairman, Board of Education

Thomas R. Bowman

Superintendent

© GOES 525

My Afro-American

Cultural Book

1972

Presented to:_____

By: The Community-Career Orientation Program

Self Image and Interpersonal Regard

Community Team

PREFACE

This booklet is presented to 60 students from Benjamin Franklin School that will visit Burritt School, May 22nd, as part of the Multi-Cultural Week celebration, to 36 children from Smith School that participated in the "Black Exposure" bus tour "Down Memory Lane" with Mrs. Aramenthia Coley as tour guide. The sixth grade students from Benjamin Franklin School, Thomas Jefferson School, Smith School and the students from Mr. Knightly's sixth grade class and Mrs. Roberts' fourth grade class at Burritt School, the New Britain Multi-Cultural Week, May 22-26, 1972.

The Community Team of the CCOP, Self-Image and Inter-Personal Regard Program at the beginning of this year 1972 whose aim was to work with parents, teachers and community people to improve the self-image of our children. It was our intent that every child from grades 3-6 would know who they are, and what they are, so they could hold their heads up high with pride and dignity. We want our children to know and understand the reality of their differences, thereby building on the firm foundation of truth they will learn to love and respect each other for their differences and their worth knowing each ethnic group has contributed towards making America great.

Our challenge was to make people aware of attitudes that foster poor self-images and help them work towards goals to bring about changes in these attitudes.

We feel we were just getting started towards that goal. We certainly feel we have made some "people aware of people," wherever we have appeared in this capacity.

So this booklet is presented as a labor of love dealing in Black Culture because the black culture has been obscured in the teaching of American History.

I hope you, my dear children, will read every page of this booklet slow and deliberate. Read into every word of "The Black Voices" and go to the library and look up the personalities listed in this book. Do not stop with your reading there, but continue to read, for through reading "you shall know the truth and the truth will set you free."

Now, because you are young and honest and because I somehow have faith and hope in <u>your</u> generation - - - -

"I leave you love, I leave you hope, I leave you a thirst for education, I leave you a respect for the use of power, I leave you a desire to live harmoniously with your fellowman, I leave you finally a responsibility to our young people. Youth must never lose your zeal for building a better world. Youth must not be discouraged from aspiring towards greatness, for youth are to be our leaders tomorrow. The freedom gates are half open - youth must pry them fully open."

Words of Mary McLeod Bethune

(Mrs.) Aramenthia Coley

Dedication

I would like to dedicate this booklet to Mrs. Irma Fennell, my co-worker and faithful friend. Without your foresightedness, talents, helpful advice, encouragement and prayers, I could not have endured the tremendous task that was set before me this year. Because of your inspiration these words keep ringing in my ears and I "keep on keeping on":

"Let us not look back in anger,

nor forward in fear

But around in awareness"

Thank you, Irma for everything

THANKS TO:

Mr. Gilbert Hatch, my department head and Helen Marzano, secretary of CCOP, without you and your fine cooperation, I certainly could not have completed this booklet and distributed it to so many in such a short time.

The Black History Study Committee of New Britain,
The principals that cooperated so well,
The teachers, the parents and community people.

Last, but not least, the Community Team:

Mrs. Aramenthia Coley, Chairman
Mrs. Irma Fennell, Co-Chairman
Mr. Ray Lugo

MY AFRO-AMERICAN CULTURE BOOK

I. Something About Africa

Most of the Afro-American ancestors came originally from Africa, the second largest continent. Africa is about three times as large as the United States. It is about one fifth of all the earth's surface and has the greatest natural resources.

Africa was the earliest source of culture and progress, and during ancient times ruled the then known world.

For many years, scientists
have been digging into the earth
in different parts of Africa. They have
been looking for things which could
tell them how the Africans lived long,
long ago.
The scientists found--
masks and pottery,
smelting furnaces and sculpture,
tools and musical instruments,
dams and irrigation ditches.
The things they found
showed them that the Africans knew
how to do some things long before
other people did.
Scientists are still digging
into the earth of Africa. Perhaps
they will find new things that will
tell them more about the Africans
of long, long ago.

THE AFRICANS KNEW
how to make pottery.
Some Africans made pottery
of animal skins. They made
clay forms and covered them
with small, thin pieces
of scraped animal skins.
They creased, they pinched, and
they scratched the wet skins
to get designs.
When everything dried, they dug out
the clay with a large iron pin. They now
had a beautiful piece of skin pottery.
Other Africans made pottery of clay.
They painted designs on this pottery
after the clay dried.
The Africans used their pottery
to hold water and food.

TODAY
we, too, make pottery of clay.
We make it by hand
and by machine in factories.
We make vases, jugs, pots, and
dishes.
We make designs on our pottery.

THE AFRICANS KNEW
how to grow plants from seeds.
They discovered how to do this
over 6,000 years ago--long before
people in other parts of the world did.
The Africans knew that seeds
needed soil and water
to grow into plants. They raised
crops of millet and yams; peas, beans,
and gourds; apples, watermelons,
and other fruits.
They used their iron hoes and
digging sticks to help them in their
farming.
When they found out how to grow
their own food, they no longer had to go
far away from home to search for it.

TODAY
people all over the world
grow many different
kinds of crops in gardens,
on small farms, and on
large farms.
Some farms are so large
that farmers use huge
machines
to help them.

THE AFRICANS KNEW
how to build their own houses.
The houses protected them
from the rain and the hot sun.
They used materials
that they found around them.
Some Africans built cone-shaped huts.
They used branches of trees to make strong
frames.
They covered these frames with reeds and
grasses.
Some Africans made round huts of mud.
Sometimes, they finished the inside walls
of their houses with a plaster
made of mud and grass
Some Africans even built their houses
on stilts to protect themselves
from animals and floods.

TODAY
we use stone, brick, wood,
cement,
and steel to build houses,
factories, and tall
office buildings.
In some countries people
still build
the same kinds of houses
that the Africans built
many, many years ago.

THE AFRICANS KNEW
how to make fire without matches.
They rubbed two pieces of wood
together--a hard piece and a soft piece.
They turned the hard wood against
the soft one very fast. This rubbing
made wood dust. The turning
and the rubbing made the wood
dust hot--so hot that it started
to burn. They used this burning wood
dust to start their fires.

TODAY
we, too, can make fire
without matches.
We turn the wheel of a
cigarette lighter.
The turning wheel rubs
against the flint
touching it. The rubbing
wears away
tiny pieces of flint and
makes them hot enough
to become sparks. These
sparks light
the fuel gas from the
wick in the lighter.

THE AFRICANS KNEW
how to get iron out of soil
They were among the first people
to do this. They made fires of
charcoal,
and green twigs in their clay
furnaces.
They put rust-colored soil--called
iron ore--
into the furnaces, and pumped in air
with bellows made of animal skins.
They know that the pumped-in air made
the fire
burn hot enough to make the iron
flow out of the ore.
The hot, melted iron flowed out into
clay molds
through a cut in the furnace.
As the melted iron cooled, it began
to harden.
Before it became too hard, the
Africans
hammered the iron into strong
and long-lasting tools.
They used these tools to help them
in their farming.

TODAY
we, too, know how to get
iron out of iron ore.
We use huge furnaces made
of bricks and steel to do
this.
We say we are smelting
iron.
We also smelt other ores
to get
different metals. We shape
these
metals and use them when
we build bridges and
houses, cars and planes,
and--when we make pots
and pans.

THE AFRICAN KNEW
how to make musical instruments.
They made drums.
They dried gourds and used
them as rattles.
They cut reeds and made "flutes"
of different sizes.
The Africans played their musical
instruments when they sang their own
work songs, prayer songs, and
lullabies--and when they danced.

TODAY
We make beating instru-
ments--drums, cymbals,
triangles, xylophones,
and pianos.
We make shaking instru-
ments--tamburines and
maracas.
We make blowing instru-
ments--horns, fifes,
saxophones, and trumpets.
We play these instruments
to make our music.

THE AFRICANS KNEW
how to make paints.
To get some colors they used
the different colored soils around them.
They heated the wet soils.
The minerals in the soils gave them the
colors. To get black they used
charcoal, and to get white they
used bird droppings.
The Africans mixed these
colors with animal fat to
make their "oil" paint.
They used feathers and furs
for their brushes. They also
painted with their fingers.
The African artists painted
beautiful pictures on rocks,
gourds, and pottery.

TODAY
we make paints of all colors.
We make them in factories.
We mix different colors with oil
to get oil paints.
We also make water paints
and plastic paints.
We use these paints to paint
houses, pottery, and furniture.
We also use these paints
in our art work.

BLACK VOICES

I Lift Every Voice & Sing . . . . . James W. Johnson

II We Shall Overcome . . . . . Freedom Song

III Life . . . . . .
Dawn . . . . . .Paul Lawrence Dunbar

IV I, Too . . . . . .
Lenox Ave. Mural-Harlem . . . . . Langston Hughes

V Speech - 1857 . . . . . Frederick Douglass

VI Words Of . . . . . .Dr. Martin L. King, Jr.

VII Things To Do And Think About . . . . . .

LIFT EV'RY VOICE AND SING

Lift ev'ry voice and sing
Till earth and heaven ring.
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the list'ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us.
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chast'ning rod.
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered
We have come, treading our path through the blood of the
slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by thy might
Led us into the light.
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee,
Lest our hearts, drunk with the wine of the world, we forget Thee,
Shadowed beneath Thy hand,
May we forever stand.
True to our God
True to our native land.

Words by JAMES WELDON JOHNSON
Music by ROSAMOND JOHNSON

WE SHALL OVERCOME

We shall overcome, We shall overcome
We shall overcome, someday,
Oh, deep in my heart, I do believe
We shall overcome, someday.

Truth will make us free, Truth will make us free
Truth will make us free, someday,
Oh, deep in my heart, I do believe
We shall overcome, someday.

We are not afraid, We are not afraid
We are not afraid Today,
Oh, deep in my heart, I do believe
We are not afraid today.

The Lord will see us through, The Lord will see
Us through, The Lord will see us through someday,
Oh, deep in my heart, I do believe
The Lord will see us through, someday.

We'll walk hand in hand, We'll walk hand in hand,
We'll walk hand in hand some day,
Oh, deep in my heart, I do believe
We'll walk hand in hand someday.

Black and white together, Black and white together,
Black and white together, someday,
Oh, deep in my heart, I do believe
Black and white together someday

Repeat the first verse.

We come this far by faith
I found Him
All night all day
Kum by-ya
Somebody's singing
Somebody's praying

Paul Lawrennce Dunbar

LIFE

A crust of bread and a corner to sleep in,
A minute to smile and an hour to weep;
A pint of joy to a peck of trouble,
And never a laugh but the moans are double.

A crust and a corner that love makes precious,
With that smile to warm and the tears to refresh us,
And joy seems sweeter when care comes after,
And a moan is the finest of foils for laughter,
And that is life!

DAWN

An angel, robed in spotless white
Bent down and kissed the sleepy nite
Night woke to blush; the sprite was gone
Men saw the blush and called it dawn

Langston Hughes

LENOX AVE. MURAL - HARLEM

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
or fester like a sore
and then run?
Does it stink like rotten meat?
or crust and sugar over -
like a syrupy sweet?
Maybe it just sags s
like a heavy load
Or does it explode?

I, TOO

I, too sing America,
I am the darker brother
They send me to eat in the kitchen
When company comes
But I laugh,
And eat well,
And grow strong
Tomorrow,
I"sit at the table
When company comes"
Nobody'll dare
Say to me,
"Eat in the kitchen
There."

Besides
They'll see how beautiful I am
And be ashamed -
I, too am America

Frederick Douglass

SPEECH IN NEW YORK
1857

Let me give you a word of the philosophy of reform. The whole history of the progress of human liberty shows that all concessions yet made to her against claims have been born of earnest struggle--- "If there be no struggle there is no progress. Those who profess to favor freedom and yet depreciate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning, they want the mighty ocean without the awesome roar of its many waters."

This struggle may be a moral one, or it may be a physical one, or it may be both moral and physical, but it must be a struggle. Power concedes nothing without a demand. It never did and it never will--- men may not get all they pay for in this world, but they must certainly pay for all they get. If we ever get free from oppressions and wrongs heaped upon us, we must pay for their removal. We must do this by labor, by suffering, by sacrifice, and if needs be, by our lives and lives of others.

Words of:
Dr. Martin Luther King, Jr.

"The Negro needs the white man to free him from his fears. The white man needs the Negro to free him from his guilt. A doctrine of black supremacy is as evil as a doctrine of white supremacy."

"Non-violence is the answer to the crucial political and moral question of our time - the need for man to overcome oppression and violence without resorting to violence and oppression."

"It isn't so important how long you live, the important thing is how well you live - - - "I'm more concerned about the guality of my life than the quantity."

"I want you to say that I tried to love and to serve humanity - -

> "I won't have money to leave behind. I won't have fine and luxurious things of life to leave behind. But I just want to leave a committed life behind."

THINGS TO DO AND THINK ABOUT

I. Word Study

A. Write the meaning of the following words:

1. Heritage
2. Legacy
3. Liberation
4. Democracy
5. Freedom
6. Power
7. Myth
8. Love

B. Write a sentence or statement using the words underlined in reference to the following Black personalities:

1. Perseverance - Frederick Douglass
2. Conviction - Sojourner Truth
3. Courageous & Steadfast - Harriet Tubman
4. Economics - Marcus Garvey
5. Intellect - W. E. B. Dubois
6. Faith - Mary McCloud Bethune
7. Love - Dr. Martin Luther King
8. Self-Determination - Malcolm X

PROJECT

CREATIVE DRAMATICS

Grades 4 - 6

Submitted by

Ms. Ann M. Muirhead, Directing Teacher
Central Connecticut State College
New Britain, Connecticut

Dr. Louis C. Addazio, Director
Community-Career Orientation Program
New Britain, Connecticut

September 21, 1971

Approved by:_____
Mr. Ralph M. Gantz
Superintendent of Schools
New Britain, Connecticut

I. PURPOSE OF THE PROJECT

The purpose of this pilot project is to introduce creative dramatics through the use of improvisational techniques into selected upper elementary groups.

II. OBJECTIVES OF THE PROJECT

A. Stimulation of child self-realization through the use of tested techniques of dramatic creativity.

B. Development of child awareness of his relation to others through techniques of role-playing and role reversal.

C. Development of skills for the creative dramatization of curriculum content in the social studies and language arts.

D. Introduction of basic theatrical techniques for use in conventional plays and programs.

E. Introduction and/or reinforcement of creative techniques among the participating in-service teachers.

III. DESCRIPTION OF THE PROJECT

The children, through experience, and the teachers, through participation, would be led from individual exercise (such as pantomine and free expression) to group experiences in improvisation and role-playing.

A. Parallel programs will be provided at both Thomas Jefferson School and at Stanley Holmes School.

B. The program will be 25 weeks in duration (beginning November 4, 1971 and ending May 25, 1972).

C. The groups would be based on a nominal unit of 10 children from one or a combination of grades (grades 4-6) per school.

D. Sessions would be held for one hour per week with each group. The sessions at Thomas Jefferson School will be held from 3:00 - 4:00 p. m. on every Tuesday, beginning November 9, 1971. At the Stanley Holmes School the sessions will be held from 2:30 - 3:30 p. m. on every Thursday, beginning November 4, 1971.

E. Any available room in the participating schools of approximately classroom size where space or movable equipment permits some freedom of physical expression and movement.

F. All production materials would be provided by the directing teacher without additional cost.

G. In-service teachers would be encouraged to attend, observe, and participate as a learning procedure.

IV. NEED FOR THE PROJECT

A. For the children: The prevailing curriculum and structure in the typical class provides little opportunity for the expression of the child's dramatic creativity. He is given opportunity for self-expression in the language arts and the fine arts, but he has little opportunity to combine his sense of physical creativity with his language skills and his social feelings.

B. For the teacher: The direction and development of children's dramatic creativity is as much an art as the development of their other artistic skills. Few teachers have experience or training in the area of dramatic creativity.

V. EVALUATION OF THE PROJECT

A. Pre and post surveys will be administered to all participating pupils. The survey will be designed to reveal cognitive and affective growth with regard to self-image and creative drama.

B. All the participating adults and pupils will be given an opportunity to share their reactions to this project.

VI. COST OF PROJECT

This project will cost $1,000.00

VII. FUNDING SOURCE

All expenses associated with this project would be paid from the Vocational Education Act of 1968.

VIII. LEADERSHIP PERSONNEL

A. The directing teacher would be Mrs. Ann M. Muirhead: A.B. in drama from Jackson College, Tufts University; three-and-a-half years' experience in the Hartford public school system as a classroom teacher; Connecticut Standard Certificate, N-8; eight years' experience in public performances in improvisation; two years' private teaching of children's creative dramatics; professional direction of children's theater at the Triangle Playhouse, Farmington, and New Britain Repertory; completing a Master's thesis in children's creative dramatics at Central Connecticut State College in the Fall semester, 1971.

B. Thomas Jefferson School

1. Mr. John Soltis, Principal

2. Miss Sally White, Project Assistant

C. Stanley Holmes School

1. Mr. Joseph Perrotta, Principal

2. Miss Sylvia Roberts, Project Assistant

D. General Administration

1. Mr. Gilbert Hatch, Guidance Counselor
Community-Career Orientation Program

2. Dr. Louis Addazio, Director
Community-Career Orientation Program

TO: Principals and Fifth Grade Teachers, New Britain Public Schools

FROM: New Britain Garden Club

SUBJECT: A project to stimulate interest in school gardens and indoor plant cultivation, as part of the Community Career Orientation Program

History: Fall, 1969: As part of a conservation education project in the public schools, the garden club sponsored an ecological field trip to the Sharon Audubon Center. Twenty-five participating teachers were given a talk on outdoor teaching techniques by the resident naturalist, and a guided trail walk. In addition, two outdoor educationists lectured informally on geological and botanical points of interest along the way.

Spring, 1969: Garden club members presented a lecture=demonstration workshop for third grade teachers, featuring outdoor garden landscaping techniques, and indoor planting of various kinds. Plant materials were distributed for the classes, including marigold seeds, geranium seedlings and begonia cuttings.

Fall, 1970: A bulb planting program was introduced to encourage the beginning of a school perennial garden. Tulip, daffodil and crocus bulbs were provided so that each of 1200 fourth grade children could plant his own. Garden areas were prepared with the help of school custodians.

Spring, 1971: Individual planters filled with shasta daisy seeds were provided for each fourth grade pupil. In regard to this, the garden club would appreciate cooperation of fifth grade teachers in a class exercise about the children's experience with their plants in the form of a letter or drawing.

A film on the children's gardencraft program at the New York Botanical Garden was shown fourth grade pupils and teachers at the Smith and Chamberlain schools. We hope to be able to distribute it further.

The spring program culminated in the sponsorship of a bus trip for fifth grade teachers to introduce teaching techniques and resources of Talcott Mountain Science Center, further emphasized in a guided trail walk at the Litchfield Nature Center.

Fall, 1971: Current project: the participation of all fifth grades in a flower show sponsored by the garden club on May 11, 1972, at the New Britain Museum of American Art.

There are three areas of junior exhibition, for which an entry may be made from each school: 1) cut flower specimens; 2) house plants (or schoolroom), grown from seed (including avocado, grapefruit seeds, and sweet potatoes); plants grown from cuttings

(such as ivy, begonia, or other), made by rooting a leaf in soil or water; or those grown by transplanting, which may be any species, including the shasta daisy plants given the children last spring. 3) flower arrangements, All plants must be grown for at least three months before the show.

In addition to these entries, there will be a conservation exhibit featuring the school project, for which each school may provide a selection from the school garden. All entries will be judged by state judges.

In order to participate in this regional event, the school gardens must be cultivated this fall. The garden club will provide consultants and plant materials.

Plant Materials: Peat moss to enrich soil and bone meal for plant food; a selection of new bulbs (grape hyacinth, or other small bulbs); some replacements may also be made so that all schools may participate. Mulch may be needed in some garden areas away from the building. It may be dried weed stalks, shrub trimmings or bough salt hay or straw, and should be provided by the school or the children.

Tools: Most useful is a small spade and rake or trowel and cultivator (claw fork) and clippers. If the school has any of these available, they should be used; if not, garden club consultants will try to provide some for use.

Time Schedule: October 11 - October 22, Garden Club participants in the earlier project will contact principals of respective schools during this period at least two days prior to their arrival with the supplies. A specific time will be arranged to meet with a delegation of children from each fifth grade class in the school. We suggest two from each class in schools with three or more fifth grade classes, and possible three from this with less.

It is hoped that the teacher will encourage participation of the children in this project and supervise the cultivation of the soil. Steps are as follows: 1) weeding and loosening soil; 2) clipping plant foliage to 4-6 inches; 3) work in about ½ cup of bone meal around plant base; 4) cover garden bed with peat moss and work into soil with rake or cultivator; 5) plant new bulbs in front border; 6) water garden thoroughly; 7) mulch after first frost if necessary. Responsibility for completing each step might be rotated to draw in more children, if the work is not completed the first day.

QUESTIONS or Problems about the project may be referred to Mrs. Paul Clapp (Tel. 223-4033), or write to 239 Butternut Lane, Kensington.

We realize that this project requires more responsibility from teachers, but we hope that constructive competition for exhibition will be encouraged, since it is designed primarily for educational purposes. In the spring we shall again contact the schools to provide help for participation in the flower show, but we urge that the children themselves plan to make the initial selections for entries, so that each school may have one or more category represented.

THINK SPRING
PLANT NOW
FOR
"THE FLEETING MOMENTS OF SPRING"
Flower Show sponsored by the
New Britain Garden Club
to be held at
The New Britain Art Museum
on
May 11, 1972

All children and youths under 18 years of age may enter in the Horticulture or Artistic Divisions.

So PLANT NOW, because to enter a plant in the Horticulture Division it must started at least three months before the show.

There are three classes:

1. Plants started from seed, such as: beans, lemons, grapefruit.
2. Plants started from cuttings, such as: geraniums, ivy.
3. Any plant cared for at least three months by the entrant.

TEACHERS wishing a class demonstration and more information about the Flower Show, please contact:

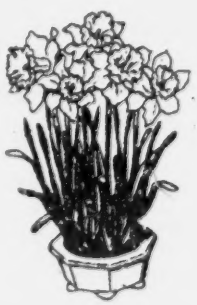
Mrs. Robert A. Hicks - 225-0453

or

Mrs. Victor Darnell - 229-3921

- -

If Interested please return form to Gilbert K. Hatch, Jr. Administration Building, 27 Hillside Place, New Britain. by February 17, 1972.



Name_____

School_____

THE NEW BRITAIN GARDEN CLUB
presents

THE FLEETING MOMENTS OF SPRING

AT

THE NEW BRITAIN MUSEUM OF AMERICAN ART
56 Lexington Street

Thursday, May 11, 1972
2:00 to 8:30 PM

JUNIOR HORTICULTURE DIVISION

Cut Specimens - to be placed in bottles at the Show

Class 1.	Annual (Pansies, impatiens, etc.)	1 stem or spray
2.	Perennial (Violets, candytuft, etc.)	" " " "
3.	Shrub (Forsythia, crabapple, etc.)	1 branch in bloom, not more than 28" long
4.	Bulb (Daffodil, tulip, etc.)	1 specimen

Entries may include any of the above specimens from home or the school garden. Any 4th or 5th grade class interested in entering flower specimens from their school garden, please notify one of the ladies listed below.

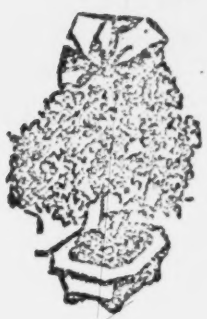
Plants

Class 1. Started from seed
2. Started from cutting
3. Any other variety cared for at least three months

These plants should be in clean pots not more than 6" in diameter. Because space is limited, we must know how many plants to expect. The classes who planted seeds or cuttings in February or March should have at least one pretty plant to show. Others may have plants at home. Please show them to your teacher and she will call one of the ladies listed below.

All entries must be brought to the Art Museum Wednesday, May 10 between 3 and 5 PM, or Thursday, May 11 between 8 and 9:30 AM.

They are judged from 10 AM on.



All entries must be removed before 9:30 PM. May 11th.

Mrs. Robert A. Hicks 225-0453
or
Mrs. Paul Clapp 223-4033
or
Mrs. Victor Darnell 229-3921

TO:

FROM:

SUBJECT:

Each school will receive the wheels for its fifty [illegible] all Fourth grade children. Please note on form [illegible] Delivery and Pick-up schedule as follows:

	Delivery	Pick-Up
Burnett	Oct. 26, 1971	Oct. 29, 1971
Camp	Nov. 1	Nov. 5
Chamberlain	Nov. 8	Nov. 12
DiTeresto	Nov. 15	Nov. 19
Franklin	Nov. 22	Nov. 24
Gaffney	Nov. 29	Dec. 3
Holmes	Dec. 6	Dec. 10
Holy Cross	Dec. 13	Dec. 17
Jefferson	Dec. 20	Dec. 23
Lincoln	Jan. 3, 1972	Jan. 7, 1972
Northend	Jan. 10	Jan. 14
Putnam	Jan. 17	Jan. 21
Sacred Heart	Jan. 24	Jan. 28
Smalley	Jan. 31	Feb. 4
Smith	Feb. 7	Feb. 10
Stanley	Feb. 14	Feb. 18
St. Joseph	Feb. 28	Feb. 25
St. Mary	Feb. 21	Mar. 1
St. Matthew	Mar. 6	Mar. 10
Vance	Mar. 13	Mar. 17

TO: Elementary Principals of the following schools:

DiLoreto
Smalley
Camp
Chamberlain
Northend
Putnam
Godfrey
Lincoln
Vance

FROM: Dr. Louis Adamio

SUBJECT: Presentation of The Bee Hive Theater for Grade 6

Your presence is requested at a meeting of the above named school principals with a Mrs. Ann Dawson on Thursday, September 30, 1971 at 9:00 a. m.

Mrs. Dawson will discuss with the principals her holiday programs to be presented in the various schools.

Date: September 30, 1971

Place: Administration Building (Conference Room)

Time: 9:00 a. m.

Mr. Ralph H. Gantz
Superintendent of Schools

COMMUNITY-CAREER ORIENTATION PROGRAM

TO: Miss Irene Buden, Principal, Lincoln School
Mr. Nicholas Catalina, Principal, Smalley School
Miss Patricia Cowles, Principal, Northend School
Miss Viola Glaser, Principal, Chamberlain School
Miss Ellen Kennedy, Principal, Putnam School
Mr. Charles O'Brien, Principal, DiLoreto School
Mr. John Rajala, Principal, Vance School
Mr. Leo Sullivan, Principal, Gaffney School
Mr. Brewster Yates, Principal, Camp School

FROM: Mr. Gilbert Hatch, Jr.
Dr. Louis C. Addazio

SUBJECT: Beehive Theater Program For Grade Six

SCHEDULE

Halloween Program

Tuesday, October 26, 1971, DiLoreto School
two performances (1:15 - 1:45, 2:00 - 2:30)

Wednesday, October 27, 1971, Putnam School
one performance (1:15 - 1:45)

Thursday, October 28, 1971, Camp School
one performance (1:15 - 1:45)

Thanksgiving Program

Friday, November 19, 1971, Gaffney School
one performance (1:15 - 1:45)

Monday, November 22, 1971, Lincoln School
one performance (1:15 - 1:45)

Tuesday, November 23, 1971, Vance School
one performance (1:15 - 1:45)

Christmas Program

Monday, December 20, 1971, Chamberlain School
two performances (1:15 - 1:45, 2:00 - 2:30)

Tuesday, December 21, 1971, Northend School
one performance, (1:15 - 1:45)

Wednesday, December 22, 1971, Smalley School
two performances (1:15 - 1:45, 2:00 - 2:30)

HERRY: HELLO EVERYBODY, I AM HERRY GULL. WELCOME TO THE BEEHIVE THEATER AND TO OUR THANKSGIVING SHOW.
OUR SCENE IS LAID ON PLYMOUTH BEACH IN MASSACHUSETTS WHERE THE PILGRIMS LANDED. MY THREE FRIENDS ARE MEETING ME ON PLYMOUTH BEACH. THEY ARE DAN TURTLE, FIFI FLAMINGO, FLYING UP FROM MIAMI AND HERR PROFESSOR LOBSTER VON NEWBURG FROM HIS OCEAN LABORATORY. I HAVE A THANKSGIVING SURPRISE PLANNED FOR THEM.

LOBSTER: (ENTERS)

HERRY: WELL, PROFESSOR LOBSTER VON NEWBURG. YOU LOOK JUST THE SAME. HOW ARE YOU?

LOBSTER: ACE HERRY, SO GOOD TO SEE YOU. YOU'VE PUT ON A LITTLE WEIGHT. MOST BECOMING - I HAVE BEEN WORKING HARD IN MY OCEAN LABORATORY. DO YOU KNOW THIS IS THE FIRST TIME I HAVE BEEN ON A MASSACHUSETTS BEACH. THIS SUMMER, TOO MANY PEOPLE IN SWIMMING, THEY POLLUTE THE WATER.

HERRY: YES, TOO MANY PEOPLE AND TOO MANY BOATS. I'VE PUT ON 10 POUNDS OVEREATING FOOD THEY THROW OVERBOARD. BUT NOW ITS QUIET THE CHILDREN ARE IN SCHOOL AND THE BEACH COTTAGES ARE CLOSED. THIS IS A PERFECT TIME FOR OUR REUNION. BUT WHERE ARE OUR OTHER TWO CLASSMATES? ?

LOBSTER: I PASSED DAN TURTLE. HE WAS TALKING TO SOMEONE

HERRY: DID YOU SEE FIFI ?

LOBSTER: NO - THEY'LL BE ALONG. WHAT ARE YOU PLANNING FOR US THIS YEAR HERRY - MAYBE AN ISLAND CRUISE ?

HERRY: NO, NO FIFI GETS SEASICK. THIS YEAR WE ARE GOING TO HAVE A THANKSGIVING HAPPENING.

TURTLE: (PANTING) HOPE I DIDN'T KEEP YOU FELLOWS WAITING. YOU KNOW HOW SLOW I AM. HAVEN'T YOU PUT ON WEIGHT ?

HERRY: YES I HAVE - WHAT'S IT TO YOU ?

TURTLE: HELLO PROFESSOR. YOU LOOK IN THE PINK OR SHOULD I SAY RED, HA, HA, HAD AN INTERESTING TALK WITH A FRIEND OF MINE. EITHER OF YOU KNOW JEREMIAH JELLY FISH ?

LOBSTER: NO
TURTLE: NOPE
HERRY: NO

TURTLE: JELLY AS WE CALL HIM SAID, HIS GREAT, GREAT, GREAT, GREAT GRANDFATHER REMEMBERS THE MAYFLOWER ANCHORED OFF THIS VERY BEACH.

LOBSTER: YOU DON'T SAY.

HERRY: WISH YOU'D BROUGHT HIM ALONG. HE'D ENJOY OUR "PROJECT" FOR THIS YEAR.

TURTLE: HERRY YOU CERTAINLY COME UP WITH SOME WONDERFUL PROJECTS EACH YEAR AND ALL DIFFERENT. REMEMBER OUR CAMERA SAFARI OVER LA ? AND FIFI GOT SO MANY HIPPIES ?

HERRY: NOW WHERE IS FIFI ?

LOBSTER: ACH, THAT YOUNG LADY IS ALWAYS LATE. REMEMBER IN HIGH SCHOOL?

FIFI: (ENTERS) "DID I HEAR SOMEONE CALLIN' MA NAIME ?

TURTLE: HI, YOU FIFI

LOBSTER: HELLO FIFI !

HERRY: WELL FIFI

FIFI: HELLO Y'ALL - IT'S SO GOOD TO SEE YOU HERRY AND PROFESSOR AND DAN IT'S SO PRETTY UP NORTH WITH ALL THE LEAVES DIFFERENT COLORS AH, MET A CANADIAN GOOSE ON THE WAY UP. HE WANTED ME TO TURN ROUND AND FLY SOUTH WITH HIM. I HAD A TERRIBLE TIME TRYING TO GET RID OF HIM. I RECKON IT MADE ME LATE -

HERRY: NOW FIFI BEFORE YOU GET CARRIED AWAY___

FIFI: OH HERRY, I HOPE YOU'VE PLANNED A SIGHTSEEIN TOUR OF PLYMOUTH ROCK AN' AN' THE BOSTON TEA PARTY ON BUNKER HILL AN' __ THE SHOT HEAR ROUND THE WORLD___

LOBSTER: MISS FIFI ! ! ACH HOW YOU MIX UP HISTORY

DAN: I'M TIRED ALREADY - IF I HAVE TO WALK ALL AROUND BOSTON AND THE OUTSKIRTS.

HERRY: QUIET___YOU ALL, ITS NONE OF THOSE THINGS, BUT I'LL GIVE YOU A HINT WHY DO YOU THINK I HAD US MEET ON THURSDAY, NOVEMBER 26TH WHAT DAY IS IT ???

FIFI: WHY ITS--DON'T TELL ME, I KNOW ITS NOT CHRISTMAS. ITS THE HOLIDAY BEFORE THAT___

LOBSTER: ACH, OF COURSE, THE AMERICAN THANKSGIVING ORIGINATED 'ERE IN MASSACHUSETTS.

HERRY: THE SURPRISE IS THIS, I AM GOING TO TELL YOU A TRUE STORY ABOUT A HAPPENING - 300 YEARS AGO IN THIS PLYMOUTH COLONY. IT MADE OUR FIRST AMERICAN THANKSGIVING POSSIBLE.

FIFI: IT SOUNDS EXCITING, AND ITS REALLY TRUE ??

HERRY: YES, YOU WILL BE THE AUDIENCE BUT YOU HAVE TO WORK TOO.

DAN: I WAS AFRAID OF THAT (EXITS)

HERRY: IN THE STORY I TELL, THERE ARE FOUR MAIN CHARACTERS: TWO PILGRIMS, JOHN CARVER, GOVERNOR OF THE PLYMOUTH COLONY AND CAPTAIN MILES STANDISH.

LOBSTER: HE WAS A BRAVE SOLDIER BUT A LITTLE MAN WITH RED HAIR. THEY CALLED HIM CAPTAIN SHRIMP___ (LAUGHS)

FIFI: HOW CUTE__ CAPTAIN SHRIMP ?

HERRY: THERE ARE TWO INDIANS IN THE STORY: CHIEF SAMOSET, A MIGHTY INDIAN CHIEF AND THE INDIAN SQUANTO, WHO WAS GREAT TOO, AS YOU'LL SEE - WHERE'S DAN?

FIFI: I DON'T KNOW. HE WAS HERE A MINUTE AGO.

LOBSTER: HEY, DAN, WHERE ARE YOU

DAN: (EMERGING CENTER STAGE) I WAS UNDER THE SAND DIGGING FOR INDIAN ARROW HEADS OR MAYBE A SPOON THE PILGRIMS DROPPED.

HERRY: OH, DAN THE INDIANS AND PILGRIMS WERE HERE 300 YEARS AGO.

LOBSTER: ACH, DAN ALL YOU'LL FIND IN THE SAND NOW IS SOME OLD COCA COLA BOTTLES AND DRIED POTATO CHIPS.

HERRY: BUT YOU DID NOT HEAR WHAT I SAID, DAN

DAN: I HEARD EVERY WORD YOU FELLOWS WERE SAYING (CENTER STAGE)

FIFI: I KIN ALMOST SEE THE MAYFLOWER ANCHORED OUT THERE.

DAN: FIFI YEAH, AND THE INDIANS AND WILD TURKEYS WATCHING THE PILGRIMS LANDING, WHAT AN IMAGINATION.

HERRY: GOOD FOR YOU FIFI, YOU WILL ALL HAVE TO WORK HARD AND USE YOUR IMAGINATION, JUST LIKE FIFI - SO YOU CAN SEE THE PURITANS & INDIANS AS THEY WERE.

HERRY: ALL OF YOU ARE TO SIT BY THAT BIG BAY BERRY BUSH AND FACE THIS WAY I WILL TELL THE THANKSGIVING STORY AND YOU MUST USE YOUR IMAGINATIONS AND REALLY SEE JOHN CARVER, MILES STANDISH AND THE INDIAN CHIEF SAMOSET AND THE INDIAN SQUANTO. (DAN & FIFI EXIT)

LOBSTER: HERRY TELL THEM FIRST HOW THE PILGRIMS CAME OVER ON THE OVERCROWDED MAYFLOWER WITH NOT MUCH TO EAT AND LANDED IN THE COLD NOVEMBER & HAD TO HASTILY BUILD LOG CABINS AND HAD A HARD WINTER AND MANY DIED.

HERRY: THEY KNOW ALL THAT HERR LOBSTER & NOW IT IS EARLY SPRING YOU GO SIT IN THE AUDIENCE (LOBSTER EXITS AND THEN HERRY EXITS)

SCENE II

SAMOSET: SQUANTO, YOU TRUST THESE WHITE MEN ? WHO ARE LIVING ON OUR LAND ?

SQUANTO: I TRUST THEM, MIGHTY CHIEF. THEY ARE BRAVE. I HAVE WATCHED THEM. LET US HELP THEM, I BEG YOU AS I BEGGED DURING THE HARD WINTER STORMS.

SAMOSET: THE WHITE MAN DID NOT ALWAYS TREAT YOU WELL, MY FRIEND. HE TOOK YOU IN SLAVERY AND MADE YOU GO FAR IN HIS WHITE BIRD SHIPS TO ENGLAND. THEY MIGHT KILL YOU WITH THEIR FIRE STICKS.

SQUANTO: I AM NOT AFRAID. THESE MEN ARE GOOD. THEY DO NOT KNOW HOW TO FISH OR PLANT THE CORN. THEY WILL STARVE. I CAN HELP THEM.

SAMOSET: VERY WELL - BUT AS CHIEF I WILL APPROACH THEM FIRST__ LET US GO. (EXIT LEFT PLAY BEGINS)

FIFI AS CARVER: (ENTERS - WALKS TO CENTER STAGE)

HERRY AS STANDISH: (ENTERS - WALKS UP TO CARVER)

FIFI AS CARVER: SEE, THOSE INDIANS GOING AWAY FROM US. THEY WILL NOT LET US GET NEAR THEM. I ASKED YOU TO MEET ME HERE BROTHER MILES WHERE WE COULD TALK. NO ONE CAN OVER HEAR US.

Stop

HERRY AS STANDISH: Stop
YES, BROTHER CARVER, I KNOW YOU HAD SOMETHING ON YOUR MIND THAT WAS WORRYING YOU.

FIFI AS CARVER: OUR PEOPLE CAN NOT LIVE THRU ANOTHER TERRIBLE WINTER LIKE THIS PAST WINTER. HALF OF THE PURITANS WHO CAME WITH US ARE BURIED ON THAT HILLTOP.

HERRY AS STANDISH: I KNOW, I HELPED BURY THEM AT NIGHT SO THE INDIANS WOULD NOT KNOW HOW MANY PURITANS DIED.

FIFI AS CARVER: IT IS SPRING NOW. PEOPLE ARE WEAK. THE FOOD IS VERY LOW. OUR AMMUNITION IS GETTING SCARCE. SURELY THESE ARE SIGNS THAT GOD MEANS US TO RETURN TO ENGLAND.

HERRY AS STANDISH: SPRING IS JUST BEGINNING. THE PEOPLE ARE GETTING OUTDOORS & GETTING STRONGER. PERHAPS ANOTHER BOAT WILL COME WITH SUPPLIES. THE PEOPLE LOVE THEIR NEW FREEDOM IN SPITE OF THE TERRIBLE HARDSHIPS. LET US STAY.

(WALK UP & TURN)

FIFI AS CARVER: NO - WE CANNOT LIVE ON THE CHANCE THAT A BOAT MIGHT COME. WHAT GOOD IS OUR NEW FREEDOM IF WE ALL DIE ? I AM SPEAKING FRANKLY BROTHER STANDISH AS I DARE NOT, SPEAK BEFORE THE OTHERS. THEY ARE SICK AND LOW IN SPIRITS.

HERRY AS STANDISH: IF ONLY THE INDIANS WOULD LET US GET NEAR THEM TO LEARN HOW THEY LIVE OFF THE LAND. SOME ARE UNFRIENDLY INDIANS, AND WOULD KILL US. BUT ---

FIFI AS CARVER: THE INDIANS RUN FROM US AND DISAPPEAR INTO THE FOREST. YOU SAW WHAT HAPPENED JUST NOW. WE CANNOT APPROACH THEM OR SPEAK WITH THEM. NO, I HAVE MADE UP MY MIND TO TELL THE COLONY THAT WE MUST RETURN TO ENGLAND BEFORE THE WINTER STORMS BREAK. I WANTED YOU TO BE THE FIRST TO KNOW.

HERRY AS STANDISH: THERE MUST BE A WAY.

FIFI AS CARVER: IF THERE IS, GOD WILL SHOW US.

HERRY AS STANDISH: HALT ! WHO GOES THERE?

TURTLE AS SAMOSET: HOW, WELCOME. I SPIK ENGLISH I COME IN PEACE.

FIFI AS CARVER: WELCOME FRIEND. I AM JOHN CARVER. THIS IS CAPTAIN MILES STANDISH.

HERRY AS STANDISH: WELCOME, HOW

TURTLE AS SAMOSET: HOW, ME CHIEF SAMOSET. MY PEOPLE SEE YOU BRAVE - IN WOOD WIGWAMS. NO MUCH CORN TO EAT.

FIFI AS CARVER: GREETING - HOW, DO YOU SPEAK ENGLISH ? WE HAVE MANY QUESTIONS. YOU COME TO OUR WIGWAM AND SMOKE PEACE PIPE?

TURTLE AS SAMOSET: I LEARN ENGLISH FROM WHITE MEN ON COAST LONG AGO. NO, I SEND YOU SQUANTO. HE INDIAN, SPEAK GOOD ENGLISH. TOMORROW WHEN SUN IS OVER, SMALL PINE TREE THERE. HE COME. (EXIT)

HERRY AS STANDISH: BROTHER CARVER, IT IS A MIRACLE.

FIFI AS CARVER: GOD BE PRAISED. THIS IS OUR ANSWER. IF SQUANTO HELPS US WE WILL STAY.

CURTAIN THE NEXT MORNING) SIGN)

FIFI AS CARVER: HERE WE ARE BROTHER MILES. THE SUN IS SLOWLY RISING

HERRY AS STANDISH: YES, BUT WHERE IS THIS INDIAN THAT SPEAKS ENGLISH ? MAYBE IT'S A TRICK. I'M GLAD WE DID NOT TELL ALL THE OTHERS TILL WE WERE SURE_.

FIFI AS CARVER: NO BROTHER MILES, - HAVE FAITH, HAVE PATIENCE. SEE THE SUN IS NOT OVER THAT SMALL PINE YET. BUT THERE IS A FIGURE THERE LOOK, IT IS AN INDIAN.

LOBSTER AS SQUANTO: GOOD MORNING PEACE, BROTHERS. I AM SQUANTO

FIFI AS CARVER: PEACE AND GOD BE WITH YOU, SQUANTO.

LOBSTER AS SQUANTO: THANK YOU, I HAVE OBSERVED YOUR BRAVE BAND OF PURITANS. YOU STRUGGLED THRU COLD AND LACK OF FOOD.

HERRY AS STANDISH: YOU WATCHED US AND DID NOT HELP ?

LOBSTER AS SQUANTO: I COULD NOT, OUR FOOD WAS SCARCE BUT I CANNOT SEE YOU SUFFER THRU ANOTHER WINTER. I WILL HELP YOU. FIRST I WILL HELP YOUR MEN TILL THE FIELD. THERE IS NO TIME TO LOSE. WE MUST PLANT THE CORN SOON.

FIFI AS CARVER: HOW CAN YOU TELL - WHEN TO PLANT THE CORN ?

LOBSTER AS SQUANTO: OBSERVE THE LEAVES OF THE OAK TREES. THEY ARE NOW THE SIZE OF A SQUIRREL'S EAR. THIS IS THE TIME TO PLANT THE CORN.

FIFI AS CARVER: IS THIS CORN SO IMPORTANT ? OR JUST ANOTHER VEGETABLE ?

LOBSTER AS SQUANTO: TO THE INDIAN CORN IS LIFE. WE GRIND IT FOR MEAL. WE ROAST IT. WE USE THE STALKS FOR SHELTER ABOVE OUR HEAD. THE CORN HAS OIL AND STARCH AND SUGAR IN IT.

HERRY AS STANDISH: I MARVEL AT HOW WELL YOU SPEAK ENGLISH.

LOBSTER AS SQUANTO: I HAVE BEEN TO ENGLAND. I WILL TELL YOU ABOUT IT LATER. BUT COME THERE IS NO TIME TO LOSE. I WILL SHOW YOU AND THEN WHEN WE CLEAR THE FIELD, I WILL COME AND HELP YOUR MEN.
(CENTER STAGE) FIRST YOU MAKE A MOUND OF EARTH. IN THE MIDDLE MAKE A H OLE, PLACE A PIECE OF DEAD FISH FOR FERTILIZER. NOW TAKE 4 CORN KERNELS OR SEEDS AND PUT THEM IN THIS SAME HOLE AND COVER THEM UP.

FIFI AS CARVER: WHY, FOUR SEEDS ?

LOBSTER AS SQUANTO: ONE FOR THE SQUIRREL, ONE FOR THE CROW, ONE FOR THE CUTWORM AND ONE TO GROW ! I GO NOW TO GET THE CORN SEED. LATER, I WILL SHOW YOU WHAT PLANTS ARE GOOD FOR MEDICINE AND WHERE TO TAKE THE FISH.

FIFI AS CARVER: THANK YOU FRIEND - WE WILL LOOK FOR YOU (SQUANTO EXITS)

FIFI AS CARVER: BROTHER MILES - GOD HAS GIVEN US AN ANSWER IN SENDING US SQUANTO. WE WILL STAY. LET US MAKE HASTE & TELL ALL THE OTHERS THE GOOD NEWS. (ALL EXIT)

HERRY: (COMES BACK) AT PLYMOUTH THE CORN HARVEST BROUGHT REJOICING. A 3 DAY FEAST WAS ORDERED FOR THE FIRST THANKSGIVING.

SCENE III

ORIGINAL ANIMALS RETURN

HERRY: (CONTINUED) THAT'S THE TRUE STORY FRIENDS, WITH SQUANTO'S HELP THEY HAD A LARGE FALL HARVEST AND CELEBRATED THE FIRST THANKSGIVING IN 1621.

FIFI: (ENTERS) I COULD JUST SEE THOSE PILGRIMS AND THINK OF THEIR POOR STARVING FAMILIES WITHOUT EVEN A PIZZA OR A COKE ANYWHERE (EXIT)

LOBSTER: (ENTERS) HERRY YOU MADE THOSE INDIANS COME ALIVE WHAT A FORGIVING MAN THAT SQUANTO WAS - TO SAVE AND HELP OTHER WHITE MEN AS HE DID, WHEN WHITE MEN SOLD HIM INTO SLAVERY.

DAN: HERRY, OLD BOY, THIS WAS THE BEST YET. EVERY THANKSGIVING I'LL THINK OF THESE BRAVE PURITANS & FRIENDLY INDIANS.

HERRY: AND NOW EVERYBODY, HOP ONTO OUR JEEP AS WE DRIVE UP THE BEACH TO OUR SEA SHELL MOTEL FOR A REAL THANKSGIVING DINNER OF OUR OWN.

FIFI: LET'S SING

ONE FOR THE SQUIRREL
ONE FOR THE CROW
ONE FOR THE CUT WORM
AND ONE TO GROW
NOW EVERYBODY
ONE FOR THE SQUIRREL
ONE FOR THE CROW
ONE FOR THE CUT WORM
AND ONE TO GROW

(CURTAIN)

DO NOT GO, WE ARE PASSING OUT COLORING BOOKS AND INDIAN HEAD BANDS. COMPLIMENTS OF THE BEEHIVE THEATER

THE BEEHIVE THEATRE PRESENTS

A STORY BOOK ON

A THANKSGIVING HAPPENING

GULLS

Anyone who has been to the seashore has seen at one time or another a herring gull similar to Herry Gull in Beehive Theatre. You may have seen them swooping down to land on the water or perhaps just sitting on a post facing, as always, into the wind.

When you see them, look closely at their colors. If brownish they are young, possibly only one year old. The grown-ups are black and white. Gulls seem to come in all sizes. Some are small but others are as big as turkeys. Although gulls are large and very strong birds they very seldom fly far off shore.

Gulls will eat almost anything, but they especially like shell fish such as clams which they open by dropping them on rocks from great heights. Like all birds, they are born from eggs which the mother gull lays in nests in the ground in remote rocky points of land as far away from people as possible.

LOBSTER

There are ever so many lobsters in the waters of New England. Alive, they are sort of dark greenish in color (with a little purple) but they are always red when cooked (or if having a severe sunburn as in the case of our friend Herr Lobster von Newburg in Beehive Theatre).

Anyone who looks closely at a lobster will see that one claw is always bigger than the other. This is because the larger is used to crush food and the smaller to cut it up, - bite size - sort of like a knife and fork. When a lobster begins to grow bigger than its shell, it solves the housing problem by simply slipping out and growing a new and bigger shell.

Like all sea creatures, lobsters lay eggs. The mother may carry as many as 40,000 eggs every other year. When young, the little lobsters swim near the surface of the water but as they grow heavier they sink to the bottom where they remain all their life.

The lobster could truly be called the aristocrat of the sea as its blood is actually blue.

FLAMINGOS

Fifi the Flamingo, in Beehive Theatre, is mostly pink, but these pretty birds are often black, grey, white or bright red.

Even though they have such long legs (some are as tall as a man), they are the relatives of ducks and geese.

The thing everyone remembers about flamingos is seeing them standing on one leg with the other tucked up underneath. This is probably to rest their legs one at a time, but nobody really knows.

Flamingos make nests of mud which becomes hard like pottery and in each they lay one egg. The parents curl up their long legs and take turns sitting on the egg. The little flamingos leave their nest when only three days old but still must be fed by the parents, mouth to mouth, as are all birds.

Flamingos make their nests very close together, by the hundreds of thousands, mostly in the Bahama Islands, far to the south.

Fifi Flamingo is a rare visitor to Plymouth bringing as she does a warm touch of tropical lands to chilly Cape Cod Bay.

SEA TURTLE

A sea turtle, like Dan Turtle in Beehive Theatre, is an animal that swims by using its flippers. The flippers have bones like the leg bones of a human. Fresh water turtles, called tortoises (remember the story of the tortoise and the hare?) have toes also.

Turtles must breath air but can stay under water as long as forty minutes. The mother turtle lays eggs, as birds and fish do. She goes upon a beach and digs a deep hole and puts the eggs in it.

When the baby turtles hatch they already are wearing their little shells. They head for the sea as fast as their tiny legs will carry them because they are in great danger from large birds. Once in the water they seem to fly away far on and out to sea, rising every few hundred feet to get air and look around.

Turtles do not have teeth but their jaws are so strong they can even crush shells with them.

They grow at least 150 pounds and some become nearly as large as half a ton. Needless to say their own great shells protect them from other creatures of the sea.

JOHN CARVER

John Carver is not as well known as many other Pilgrims but he was a very important man. He was the first Governor of the "Plymouth Plantation" which was the first name of the community where the Pilgrims built their new home on Cape Cod Bay.

In those first days in America, as we learned in Beehive Theatre, life was very hard and many of the settlers became ill and often died from hunger, cold or disease. Governor Carver, too, was a victim. A short four months after taking office he died and was buried, probably at night as were so many others because the fearful Pilgrims didn't want to let the Indians know how few of them there were left.

Most of the important things Governor Carver did were done long before the Pilgrims came to America. As we know, the Pilgrims were a church society which started in England and moved to far away Holland. Mr. Carver was a Deacon, or leader, among the Pilgrims. Having been trained all his life as a merchant, he was one of the ones who were given the job of collecting money, food and clothing and finding a ship--the famous Mayflower--so the Pilgrims could come to the New World

MILES STANDISH

When the Puritan leaders were in Holland making plans to bring their group to America, a place known to them only as a remote and wild land, they agreed they should have someone along skilled in military matters to show them how to protect themselves from the unknown dangers of the new world. It was no matter that the man they picked, Miles Standish, was not one of their church group; he had a reputation as a soldier and that was what they wanted exactly.

He trained the men in the new settlement at Plymouth in the use of guns and in the ways to fight, if necessary, against the Indians to protect their little settlement from attack. We have seen in Beehive Theatre how he went with Governor Carver when they met with Samoset, the Indian Chief.

The training the Pilgrim men got in the use of firearms from Capt. Standish no doubt also helped him aim well enough so they were able to bring down the first wild turkeys, which, as we all know, provided the main dish for the first Thanksgiving dinner as it does in most homes today.

SQUANTO

SQUANTO was an American Indian. As we learned in Beehive Theatre he was a good friend to the Pilgrims. This is very interesting because the White Man had not always treated him well. But he had a good heart and wished to help others.

When Squanto was very young, oh, as long as 15 years before the Pilgrims came, he had been taken to England as s ort of a curiosity to show the English people what an American looked like.

Later he was kidnapped and sold as a slave--you remember slavery was very common in those long ago days--and he was sent to Spain. Lucky for him, he escaped and made his way back to England. A friendly sea captain sailed him back again to his home on Cape Cod.

After helping the Pilgrims to grow corn and learn to protect themselves so they would live and prosper, Squanto also took them to meet Massasoit, the great Chief of the Indians and they all made a Treaty of Peace that lasted many years.

Poor Squanto himself died of a fever a few years later while guiding his new friends the Pilgrims around the Cape Cod homeland he had loved so well.

SAMOSET

Can you imagine the astonishment of the Pilgrims, Governor Carver and Captain Miles Standish meeting Chief Samoset in the forest and hearing him speak to them in English, as we saw in Beehive Theatre.

Of course, the Pilgrims were not so astonished just to speak to an American Indian. Much earlier they had met a group of Indians along the lonely sandy shore of Cape Cod at a place now called Eastham, but these fellows, although not unfriendly, certainly did not speak English.

Samoset had originally learned his English phrases from fishermen along the coast of Maine.

Samoset was an important friend of the Pilgrims. He was the first to sell land to them to live on, back in the year 1625. He also brought Squanto to help them learn to plant corn, and as a chief himself Samoset persuaded the great Chief Massasoit to make a peace treaty with the strange white men who came from so far away in their great white bird ships carrying fire-sticks (guns), which must have struck fear in the hearts of less brave Indians than Chief Samoset.

DECEMBER 1971
Revised

THE WISE MEN

SCENE I

SAMMY: HELLO EVERYBODY. I AM SAMMY SANDPIPER. WELCOME TO BEEHIVE THEATER THIS DECEMBER 1971. WE ARE BRINGING YOU A PLAY ABOUT SOMETHING THAT HAPPENED MANY MANY YEARS AGO. THE PLAY IS CALLED "THE WISE MEN".

STUART: OH - GOODY, GOODY! A PLAY. I LOVE PLAYS. WHAT KIND OF A PLAY IS IT ?

SAMMY: WELL, IT'S ABOUT A LONG TRIP TAKEN BY THREE WISE MEN AND A STAR AND A BABY.

STUART: A STAR ? IS THERE A PART IN IT FOR ME ? BEING A STAR IS MY LINE AS YOU CAN SEE. I'D BE VERY GOOD AT IT. TUM TE TUM (HUMS) I COULD MAYBE DANCE AND SING, TOO, COUN'T I ? AND I CAN RECITE WELL. WHAT DOES THE STAR HAVE TO SAY ?

SAMMY: NOTHING, THANK GOODNESS ! WHO COULD LISTEN TO YOUR CHATTER AND .....

STUART: (INSULTED SPEAKS TO AUDIENCE) IF THERE'S NO PART FOR SUCH A STAR AS I WHY SHOULD I TARRY LONGER ? (LEAVES AS TURTLE DAN ENTERS) HI-TURTLE DAN

SAMMY: (CONTINUING), (NOT NOTICING STUART'S EXIT) ..... ANYWAY THIS PLAY ABOUT THE WISE MEN IS TO BE PUT ON - NOT BY US BUT BY HUMANS

TURTLE: (SPEAKS SLOWLY - MORTIMER SNERD STYLE) WHAT ARE HUMANS ?

SAMMY: PEOPLE

TURTLE: OH (THOSE TWO LEGGED FISH THAT SPLASH AROUND IN THE SUMMERTIME, HUH ?

SAMMY: TURTLE DAN! I DID NOT SEE YOU COME. I THOUGHT YOU WERE ON A LONG SEA VOYAGE.

DAN: THE MISSUS AND I CAME BACK. BROUGHT THE EGGS. GOING TO RAISE US SOME LITTLE TURTLES. HEH, HEH

SAMMY: WELL THAT'S NICE

DAN: THE WAITING IS LONG, THO - - CAN I WATCH THE PLAY. WHO ARE THE PEOPLE ?

SAMMY: WELL, I'M PLEASED YOU ARE SO INTERESTED. EVEN IF YOU ARE JUST KILLING TIME WAITING FOR YOUR LITTLE TURTLES TO COME OUT OF THE EGGS. THESE PEOPLE IN THE PLAY LIVED ON THE SANDS OF THE MEDITERRANEAN SEA MANY YEARS AGO. IT ALL HAPPENS IN A PLACE CALLED JERUSALEM JUST BEFORE THE CHRIST CHILD WAS BORN. THERE WAS A KING CALLED HEROD AND HE WAS A WICKED KING.

DAN: WHY WAS HE WICKED ?

SAMMY: DAN DON'T INTERRUPT. YOU WILL SEE ALL THIS IN THE PLAY. HEROD WAS PUT IN JERUSALEM BY THE ROMANS WHO RULED THE WHOLE WORLD AT THAT TIME. THE KING HAD HEARD THAT THESE WISE MEN HAD COME FROM THE EAST AND WERE LOOKING FOR A BABY WHO WAS TO BE A GREAT KING

TURTLE: A GREAT KING - DID YOU SAY ?

SAMMY: YES, I SAID A GREAT KING - JUST LISTEN DAN
HEROD COULD ONLY THINK THAT HE WOULD LOSE HIS JOB TO THIS NEW KING. HE THOUGH IF HE COULD TALK TO THE WISE MEN HE MIGHT DISCOVER THE WHEREABOUTS OF THE BABY AND, WELL I'D HATE TO THINK WHAT THIS WICKED KING WOULD HAVE DONE TO HIM, IF HE FOUND HIM

DAN: WELL, WHAT WOULD HE DO SAMMY ?

SAMMY: BE QUIET DAN, THE PLAY IS ABOUT TO BEGIN ----------

SCENE I1

HEROD: (ENTERS) I AM HEROD ARKELAUS, KING OF JERUSALEM. I AM VERY ANGRY. STRANGE RUMORS HAVE REACHED ME THAT A KING MIGHTIER THAN I WILL ARISE HERE IN JERUSALEM. I MUST GET RID OF HIM. I HEARD THE THREE WISEST MEN IN THE EAST ARE LOOKING FOR HIM AND THEY HAVE JUST NOW ARRIVED IN MY KING-DOM. I HAVE SENT FOR THEM TO QUESTION THEM BUT I MUST BE VERY CAREFUL OR THEY MAY NOT TELL ME ALL THEY KNOW.

I HAVE LEARNED THEIR NAMES. THEY ARE CALLED CASPER, BALTHAZAR AND MELCHIOR (GOING TO SIDE AND LOOKING OUT)
OH, THEY ARE HERE (CALLS OUT).
BRING IN CASPAR. (TO AUDIENCE - I SHALL SPEAK TO THEM ONE AT A TIME).

CASPAR: (ENTERS BOWING) YOU SENT FOR ME MIGHTY KING ?

HEROD: WELCOME WISE CASPAR, A THOUSAND WELCOMES (PAUSE) I HEAR TALES ABOUT A MYSTERIOUS KING THAT YOU AND THE OTHERS SEEK.

CASPAR: IT IS TRUE. YOUR MAJESTY. WE HAVE ALL THREE JOURNEYED FAR FROM OUR HOMELANDS IN THE EAST, TO SEEK THIS PRINCE OF PEACE

HEROD: YOU HAVE COME FAR ON YOUR JOURNEY. YOU MUST HAVE ENDURED MANY HARDSHIPS. BUT YOU ARE YOUNG AND STRONG. HOW DO YOU KNOW YOU WILL FIND YOUR PRINCE HERE ?

CASPAR: (FACE FRONT) WE KNOW WE WILL FIND HIM BECAUSE THE STARS TELL US SO, A VERY OLD PROPHESY SAYS "THERE SHALL COME A STAR OUT OF JACOB AND A RULER SHALL COME OUT OF ISRAEL.

HEROD: (ANGRY) THE TRIBES OF ISRAEL ARE SCATTERED THRU THE MOUNTAINS AND THE REST LIVE IN JERUSALEM UNDER ME THEIR APPOINTED ROMAN KING.

HEROD: NEITHER STAR NOR SWORD SHALL ARISE AGAINST ME I TELL YOU! (PAUSE - HE REALIZES HE HAS GONE TOO FAR) - HOWEVER, KIND CASPAR IF YOU DO FIND THIS PRINCE OF PEACE, AS YOU CALL HIM. LET ME KNOW. I, WILL WISH TO GIVE HIM A WORTHY GIFT. ARE YOU GIVING HIM A PRESENT, WISE CASPAR.

CASPAR: YES - I BRING A GIFT OF GOLD, TO CROWN HIM KING FOREVER.

HEROD: GOLD, A MOST WORTHY GIFT, SUITABLE FOR A PRINCE. THANK YOU FOR COMING CASPAR. YOU MAY GO. A SAFE JOURNEY
(EXIT CASPAR)
THESE WISE MEN ARE SERIOUS AND I MUST TRY TO HOLD THEM UP- GOLD!

HEROD: (CALLS), LET BALTHAZAR ENTER. (BALTHAZAR ENTERS. HE IS MIDDLE AGED, BLACK, MYRRH) NOBLE BALTHAZAR, WELCOME - WILL YOU STAY WITH US IN OUR PALACE AND LET US ENTERTAIN YOU ROYALLY ?

BALTHAZAR: KING HEROD, WE HAVE COME BECAUSE YOU SENT FOR US. WE WISH TO SHOW YOU COURTESY BUT WE CANNOT WAIT LONG. MIGHTY KING, FORGIVE US FOR OUR HASTE AND FOR NOT ACCEPTING YOUR HOSPIT- ALITY BUT WE CANNOT. WE HAVE A LONG JOURNEY AND THE TIME IS SHORT. WE MUST NOT LOSE SIGHT OF THE STAR.

HEROD: AH - THIS STAR, HOW IS IT DIFFERENT - TO WHAT DOES IT GUIDE YOU ? YOU MUST TELL ME. I AM FULL OF CURIOSITY.

BALTHAZAR: (TURNS TO AUDIENCE) (SPEAKS SLOWLY)
ACCORDING TO ANCIENT PROPHESY WE SAW TWO OF THE GREATEST STARS COME TOGETHER IN THE SIGN OF THE FISH. WE ALSO SAW A NEW STAR WHICH SHONE ONE NIGHT AND DISAPPEARED. IF THE STAR THAT DISAPPEARED SHINES AGAIN TONIGHT AND JOINS THE FISH STARS IT WILL GUIDE US TO THE PRINCE OF PEACE. HE WILL BE A BABY BORN HERE IN THIS LAND. WE COME TO DO HIM HONOR.

HEROD: DO YOU MEAN TO TELL ME YOU, CASPAR AND MELCHIOR CAME ON THIS LONG DANGEROUS JOURNEY TO FIND AND WORSHIP A BABY, AS YOU SAY, A PRINCE OF PEACE - WHAT DOES THIS MEAN ?

BALTHAZAR: YOUR MAJESTY, DANIEL THE GREAT PROPHET FORETOLD THAT JERU- SALEM SHALL BE RESTORED TO A PRINCE OF PEACE WHO SHALL BE BORN KING OF ISRAEL

HEROD: DO YOU BRING A GIFT TO HIM ?

BALTHAZAR: YES - I BRING HIM A GIFT OF MYRRH FOR HEALING.

HEROD: JERUSALEM RESTORED ? TO A BABY BORN IN OUR LAND. WELL, WELL, LET ME KNOW BALTHAZAR WHEN YOU HAVE FOUND THIS BABY KING THAT I TOO MAY WORSHIP HIM ? A GIFT OF MYRRH YOU BRING TO HIM. THAT IS A STRANGE GIFT.

BALTHAZAR: MYRRH FORETELLS THE SADNESS IN ALL LIVES BUT IT HEALS ALL WOUNDS. PEACE BE IN YOUR HEART, KING HEROD. (BOWS & EXITS)

HEROD: (PACING) A BABY, AND A JEWISH BABY AT THAT! WHAT IS THERE TO FEAR! (CALLS) SEND IN MELCHIOR.

MELCHIOR: (ENTERS) KING HEROD, WE ARE HERE AT YOUR COMMAND.
(OLD - FRANKINCENSE)

HEROD: I THANK YOU FOR COMING GREAT MELCHIOR. YOU ESPECIALLY I WOULD TALK TO. YOUR FAME HAS REACHED JERUSALEM AND FARTHER. YOU ARE THE WISEST AND OLDEST OF THE MAGI. TELL ME, ISN'T THIS A LONG PILGRIMAGE FOR NOTHING ? THIS LONG JOURNEY SEEKING A BABY WHO MAY BECOME A KING SOMEDAY. IS THIS NOT A WILD VISION ? IF THE BABY IS BORN HERE HE MUST BE A JEW AND THEY ARE NOT THE RULERS - THE ROMANS ARE!

MELCHIOR: YOUR MAJESTY - WE HAVE NO DOUBTS AND FEARS. WE GOT RID OF THEM BEFORE WE UNDERTOOK THIS JOURNEY. WE DO NOT CARE IF THIS CHILD IS JEWISH, PERSIAN OR EGYPTIAN. THE OLDEST RECORDS TELL US HE IS THE CHOSEN ONE FOR ALL TIME. (PAUSE) THAT IS ALL THAT MATTERS.

HEROD: BUT WHAT PROOF HAVE YOU THAT HE WILL BE A REAL KING ?

MELCHIOR: (FACING FRONT) THE PROOF IS IN THE STARS. THE MIGHTY BRIGHTNESS OF THIS STAR SHALL LEAD US TO HIM. HE IS COMING. WE GO TO MEET HIM.

HEROD: (PLACATING) WELL, OF COURSE THIS MAY BE TRUE, BUT IF SO WHAT PALACE WILL HE BE IN ? THERE IS NONE BUT MINE IN JERUSALEM ?

MELCHIOR: IT IS PROPHESIZED THAT THE KING WHOM WE ARE SEEKING WILL NOT BE FOUND IN A PALACE NOR AMONG THE RICH AND POWERFUL, BUT WILL BE BORN IN A STABLE.

HEROD: AHA - IN A STABLE! WHAT GIFT, GREAT MELCHIOR, ARE YOU TAKING THIS PRINCE ?

MELCHIOR: MY GIFT FOR THE PRINCE OF PEACE IS FRANKINCENSE. MY JOY AND PRAISE I OFFER UP LIKE THE FRAGANT SMOKE OF THE BURNING INCENSE.

HEROD: NOW I UNDERSTAND THE GIFTS YOU THREE WISE MEN ARE BRINGING TO THIS BABY. IF HE REACHES OUT FOR THE GOLD, YOU WILL KNOW HE IS A WORLDLY KING. IF HE TOUCHES THE MYRRH HE WILL BE A PHYSICIAN, AH BUT IF HE FAVORS YOUR GIFT OF FRANKINCENSE HE WILL BE THE PROPHET YOU SEEK. THAT WAY YOU WILL KNOW.

MELCHIOR: WE ALREADY KNOW THAT THIS IS THE TRUE PRINCE OF PEACE EVEN BEFORE WE HAVE SEEN HIM. WE WOULD NOT HAVE TRAVELLED SO LONG AND SO FAR IF WE WERE NOT SURE IT WAS THE GREAT ONE WE SEEK. WE MUST FIND HIM AND GLORY IN THE MIRACLE OF HIS BEING HERE ON EARTH. (PAUSE)
MIGHTY HEROD MAY YOU HAVE THE TRUE VISION ALSO.

HEROD: GO MELCHIOR, JOIN YOUR MAGI AND SEND ME WORD AS SOON AS YOU HAVE FOUND THIS PRINCE.

MELCHIOR: I GO NOW, KING HEROD. MAY PEACE AND LOVE BE IN YOUR HEART - FAREWELL. (EXITS)

HEROD: PEACE, LOVE, BAH ! NOT BORN IN A PALACE EH ? BUT IN A STABLE ? THERE ARE THOUSANDS OF STABLES, THIS MAKES THE SEARCH MORE DIFFICULT. I HAVE A PLAN I HAVE A PLAN. HE SHALL NOT LIVE. (Draw Curtain)

(END OF SCENE) Draw Curtain Apart

SCENE III

(PULL OFF BACKDROP)
(BACKDROP WITH BRILLIANT STAR)

CASPAR: (ENTERS PROFILE) (STANDS 3RD RIGHT DOWNSTAGE) (BOWS TO STAR) "OH, STAR OF WONDER, STAR OF MIGHT, STAR WITH ROYAL BEAUTY BRIGHT, YOU GUIDED US TO THIS SIMPLE STABLE DOOR."
(WALKS DOWN STAGE LEFT - FACES FRONT - GOLD GIFT RISES IN FRONT OF HIM) WONDERFUL BABE ACCEPT MY HUMBLE GIFT OF GOLD (PUTS GOLD BY FOOTLIGHT) TO CROWN YOU KING OF THE WORLD.

BALTHAZAR: (ENTERS PROFILE) (STANDS 3RD RIGHT DOWNSTAGE - BOWS TO STAR) "OH, STAR OF WONDER, STAR OF MIGHT, STAR WITH ROYAL BEAUTY BRIGHT, YOU GUIDED US TO THE PERFECT LIGHT."
(WALKS TO CENTER STAGE, FACES FRONT - MYRRH RISES IN FRONT) "JOY TO THE WORLD, SWEET PRINCE, WE HAVE FOUND YOU. I BRING YOU A GIFT OF MYRRH FOR HEALING THE ILLS OF THE WORLD. (PLACES MYRRH BY FOOTLIGHTS)

MELCHIOR: (ENTERS PROFILE, STANDS 3RD - BOWS TO STAR) "OH, STAR OF WONDER, STAR OF MIGHT, STAR WITH ROYAL BEAUTY BRIGHT, YOU GUIDED US TO THIS SIMPLE STABLE DOOR." (FRANKINCENSE RISES IN FRONT OF HIM)
YOUR BRIGHT STAR HAS GUIDED US TO YOU, PRECIOUS BABE. I OFFER YOU MY GIFT OF FRANKINCENSE, THE HOLY SMOKE, FULL OF PRAISE AND PRAYER.

BALTHAZAR: NOW WE MUST GO BACK TO OUR HOMELANDS AND SPREAD THE GOOD WORD ABOUT THE MIRACLE OF YOUR COMING.

CASPAR: AYE, IT IS SO, WE MUST MAKE HASTE AND TAKE CARE TO TRAVEL A NEW ROUTE HOME TO AVOID HEROD AND TO TELL ALL OF YOUR COMING.

MELCHOIR: (CENTER STAGE) WE WILL NOT RETURN TO KING HEROD. BE SURE FOR HE HAS EVIL IN HIS HEART - HE SHALL NOT KNOW WHERE TO FIND YOU. WITH WHAT JOY AND HAPPINESS WE SHALL TELL OUR OWN PEOPLE ABOUT YOU, PRINCE OF PEACE
(EXIT - END OF SCENE)
(CLOSE CURTAIN - COVER STAR WITH BACKDROP CURTAIN)

SCENE IV

SAMMY: WELL HOW DID YOU LIKE THE PLAY DAN?

DAN: THOSE WERE HUMANS ? BUT THEY DIDN'T HAVE LEGS SO THEY COULD SPLASH IN THE WATER.

SAMMY: OH - HOW DUMB YOU ARE. THEY HAVE LEGS BUT THEY WERE WEARING THEIR ROBES, SO YOU COULDN'T SEE THEM.

DAN: OH, WELL I LIKED THE PLAY ANYWAY. IT WAS SWELL. BUT I MUST BE OFF TO SEE IF THE MISSUS HAS GOT ANY NEWS ABOUT OUR LITTLE TURTLES YET. BYE

SAMMY: BYE, DAN (TURTLE GOES) WELL EVERYBODY, NOW THAT YOU HAVE SEEN OUR PLAY .....

STUART: (POPPING UP) SAMMY I'M REALLY MAD AT YOU. I SAW THE PLAY FROM DOWN BEHIND THE ROCKS, OVER THERE AND I MUST SAY I COULD HAVE PLAYED THE STAR BETTER.

SAMMY: BUT THAT WAS A BEAUTIFUL STAR.

STUART: BUT WHAT DID IT SAY ? (ABSOLUTELY DISGUSTED) NOTHING - WHAT KIND OF A STAR SAYS NOTHING ? FOOTBALL STARS, TV STARS, GREAT STARS SUCH AS I HAVE MUCH TO SAY.

SAMMY: STUART - THAT STAR DID HAVE A LOT TO SAY. IT SAID IT TO THE WISE MEN AND TO US ALL WITHOUT PUTTING IT INTO WORDS. IT SAID FOLLOW ME, FOLLOW THE LIGHT AND YOU WILL FIND TRUTH. YOU WILL FIND HOPE FOR TOMORROW.

STUART: THE WISE MEN FOLLOWED THE STAR AND FOUND THE CHRIST CHILD, AND HE HAS HELPED PEOPLE FIND HOPE AND HAPPINESS. IS THAT WHAT YOU MEAN, SAMMY ?

SAMMY: YES, THAT IS THE POINT OF THE PLAY. THE STAR IS GOODNESS AND THE WISE MEN KNEW IT WOULD LEAD THEM ON THE RIGHT ROAD. WE STILL CELEBRATE THE WISE MEN'S TRIP TO FIND THE BABY. IT'S CALLED THE 12TH DAY OF CHRISTMAS--YOU'VE HEARD THE TUNE (HUMS) "TWO TURTLE DOVES AND A PARTRIDGE.." IT GOES LIKE THAT. AND IT'S CALLED LITTLE CHRISTMAS AND ALSO BY A BIG NAME -- EEE-PIFF-E-NEY. IT'S TRULY A TIME OF JOY AND HAPPINESS.

STUART: I'M GLAD THE WISE MEN DIDN'T GO BACK TO KING HEROD. HE GAVE ME THE CREEPS. HE WOULD HAVE KILLED THE CHRIST CHILD.

SAMMY: AND KILLED HOPE AND HAPPINESS TOO. (STUART EXITS) WELL, IT CAME OUT ALL RIGHT IN THE END DIDN'T IT ? (HUMS AGAIN) "THE 12TH DAY OF CHRISTMAS MY TRUE LOVE BRINGS TO ME, TWO TURTLE....(TURTLE DAN SUDDENLY APPEARS)

DAN: TWO TURTLE DANS!! TWO TURTLE DANS!! SAMMY THE MISSUS DID IT. WE JUST HAD TWINS. TWO LITTLE TURTLE DANS.

SAMMY: HOW WONDERFUL.

DAN: LOOK JUST LIKE ME.

SAMMY: OH, NO! HOW AWFUL. BUT ANYWAY...

BOTH SING: TWO TURTLE DANS, TWO TURTLE DANS AND SAMMY SANDPIPER IN A PEAR TREE!

STUART: (POPPING UP) "AND THE STAR OF THE SHOW SHOULDA BEEN ME". (STUART IS CHASED OUT) (DAN FOLLOWS)

SAMMY: WHEW!

NOW. WE ARE ALL SO GLAD YOU CAME TODAY
TO SEE OUR LITTLE SHOW

GOODBY AND TAKE A STORY BOOK
HOME WITH YOU WHEN YOU GO
(BOWS AND EXITS).

PRESENTS

THE WISE MEN

A STORY BOOK

ABOUT THE STORY

This is a play about the three Wise Men or Magi (Magicians), sometimes called the three Kings, which they may have been, of course, who followed the course of an unusual star from the east to Judea where the Christ Child Child was born - on Christmas day. It was a very long trip. They came with a large group of servants. Their arrival created quite a stir in the palace of Herod, the Roman appointed King of Judea.

The Wise Men came because of an old prophesy that when this certain star called the Bethlehem star appeared, it would mean the birth of a King. Herod, of course, thought this new king would threaten his power, and so he tried to find out from the Wise Men where the Child was. But they did not tell Herod and later, being warned in a dream, went back to their homelands by different routes.

Although it does not appear in our play, King Herod was so angry and frightened that later on he ordered his soldiers to kill every boy under the age of two in the country. The baby called Jesus, had however been taken away to Egypt in the night and so escaped unharmed.

BEEHIVE THEATRE

The Beehive is the symbol of New Britain. It appears on the official city flag in the Mayor's office and on some official papers. Bees are, as we know, busy creatures, always working hard to gather honey which they eat during the cold winter months. People in New Britain are busy workers too and so chose the Beehive as their motto.

SANDPIPER

Everyone who has been to the seashore has seen sandpipers dashing up and down the beach so very near the froth of the oncoming waves, which always seem to be trying to catch these swift little fellows, but without luck! Like Sammy, in Beehive Theatre the sandpipers seem impatient, always in a hurry, but they do stop now and then to poke their long slim bills into the sand, in search of bits of food.

They are very graceful and cheerful, making cheeping and twittering cries that sound so tiny near the hugh waves. If you try to walk up close to a sandpiper, he will fly swiftly away but he will come back as soon as the coast is clear. Sandpipers live in all parts of the world, even up beyond the Arctic Circle! As do all birds, the mother lays eggs each year from which the soft, fluffy baby sandpipers grow.

STARFISH

Most starfish have five arms, as does Stuart in Beehive Theatre, but some have more, sometimes dozens of them. They have almost no enemies except the sea gull, which sometimes will nibble a starfish for lunch. Luckily for Stuart, there are no sea gulls in this play!

The starfish's own favorite food are clams and oysters. Starfish move very slowly using many little suction cups on their arms. They can't see, but they can tell dark from light. Their mouth is on their bottom and when they are hungry they send their stomachs out to get food and bring it back in! Believe it or not!

Also, if a starfish loses an arm, another will grow in its place and if you cut some kinds of starfish in two, the parts will grow into two new starfish. Starfish are sea animals, not fish, but they lay eggs as fish do. There are many starfish in the sea waters of our state.

SEA TURTLE

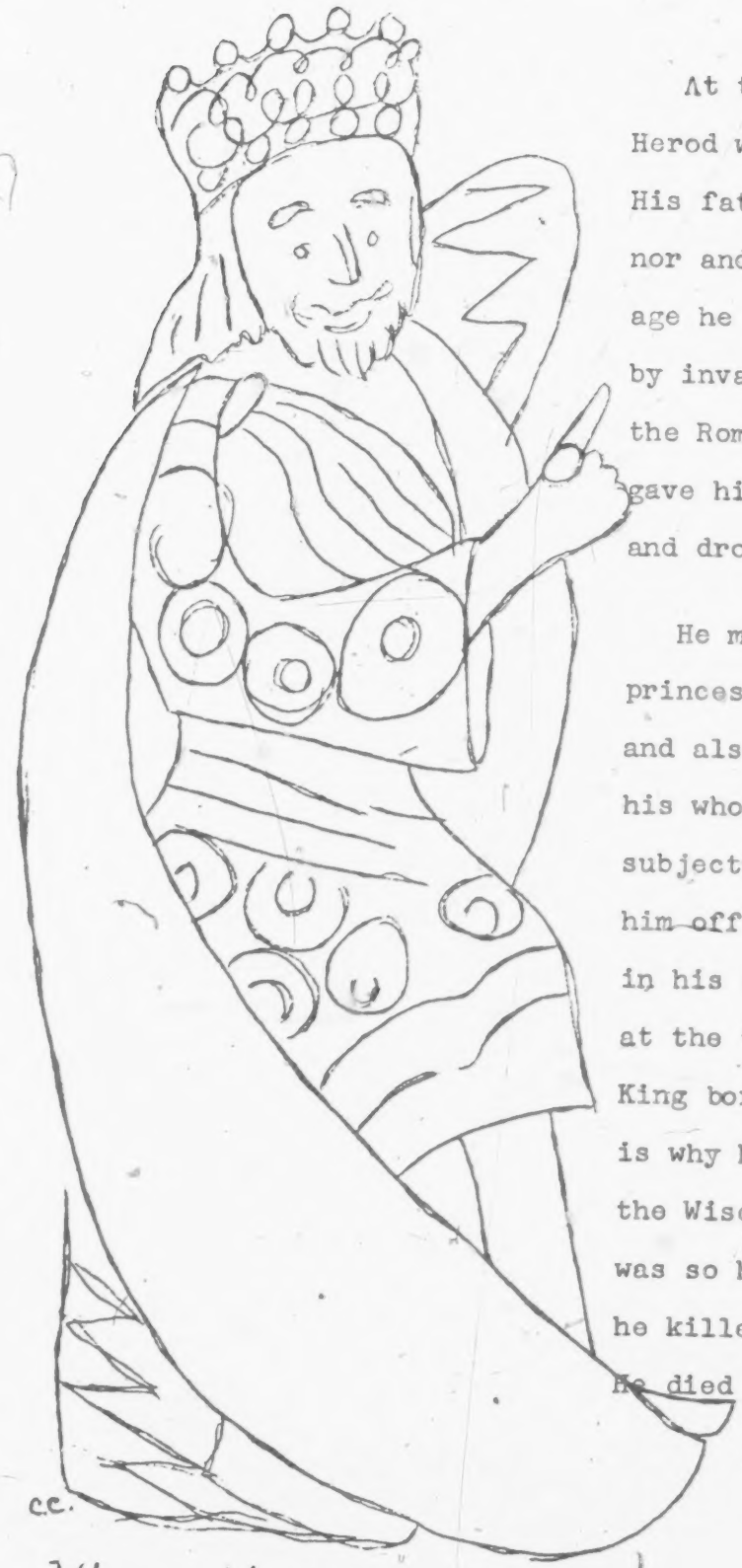
A sea turtle, like Dan Turtle in Beehive Theatre, is an animal that swims by using its flippers. The flippers have bones like the leg bones of a human. Fresh water turtles, called tortoises (remember the story of the tortoise and the hare?) have toes also.

Turtles must breath air but can stay under water as long as forty minutes. The mother turtle lays eggs, as birds and fish do. She goes upon a beach and digs a deep hole and puts the eggs in it.

When the baby turtles hatch they already are wearing their little shells. They head for the sea as fast as their tiny legs will carry them because they are in great danger from large birds. Once in the water they seem to fly away far on and out to sea, rising every few hundred feet to get air and look around.

Turtles do not have teeth but their jaws are so strong they can even crush shells with them.

They grow at least 150 pounds and some become nearly as large as three-quarters of a ton. Needless to say their own great shells protect them from other creatures of the sea. They live long. The oldest known turtle lived in a zoo for 152 years: and even then died accidently!

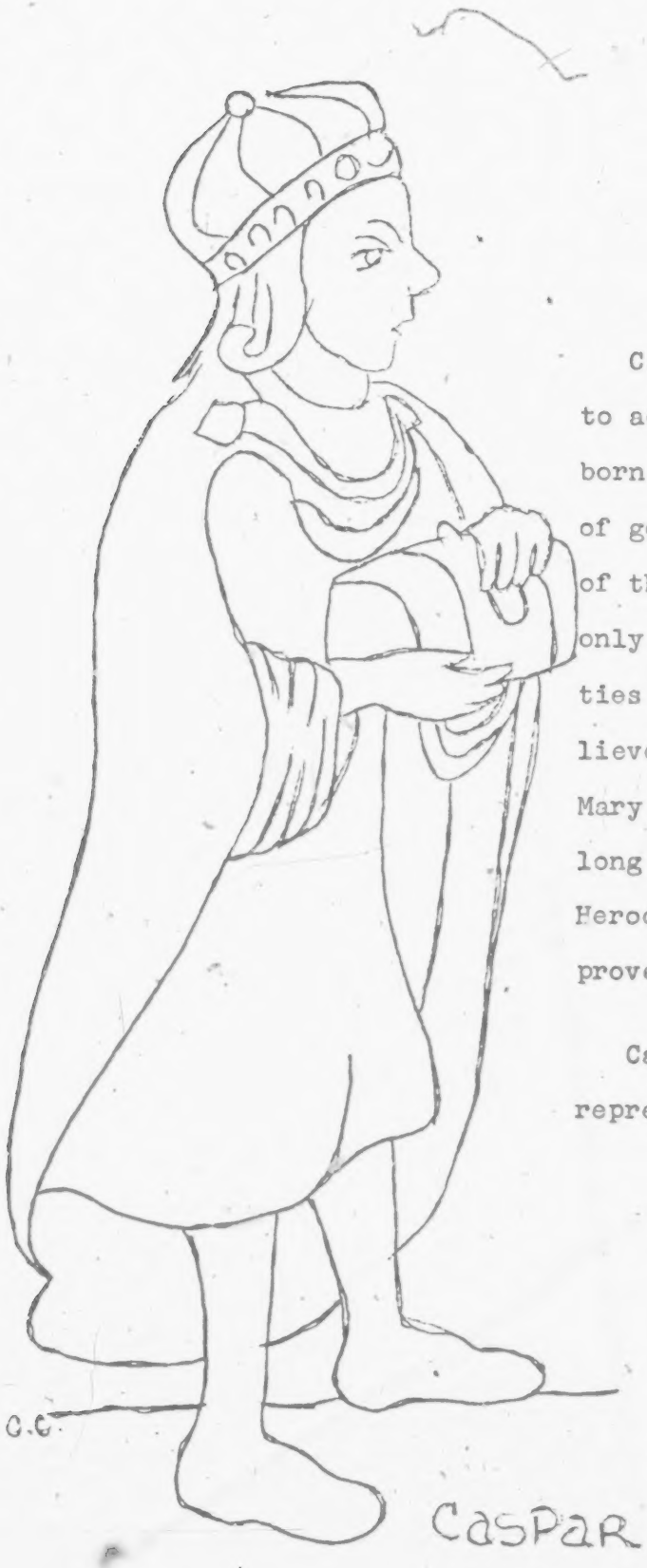


KING HEROD

KING HEROD

At the time Christ was born Herod was already 73 years of age. His father had been a Roman governor and when Herod was 33 years of age he was driven out of Jerusalem by invaders. He went to Rome and the Roman Senate made him a King, gave him an army and he went back and drove out the invaders.

He married Marianne, a Jewish princess, and built many fortresses, and also theatres and temples. But his whole life he was afraid of his subjects, fearing they would drive him off his throne. This is why, in his old age, he became so upset at the thought that there was a new King born among his subjects. This is why he tried to find out from the Wise Men where the Christ Child was so he could kill him, and why he killed all the little boy babies. He died soon after.



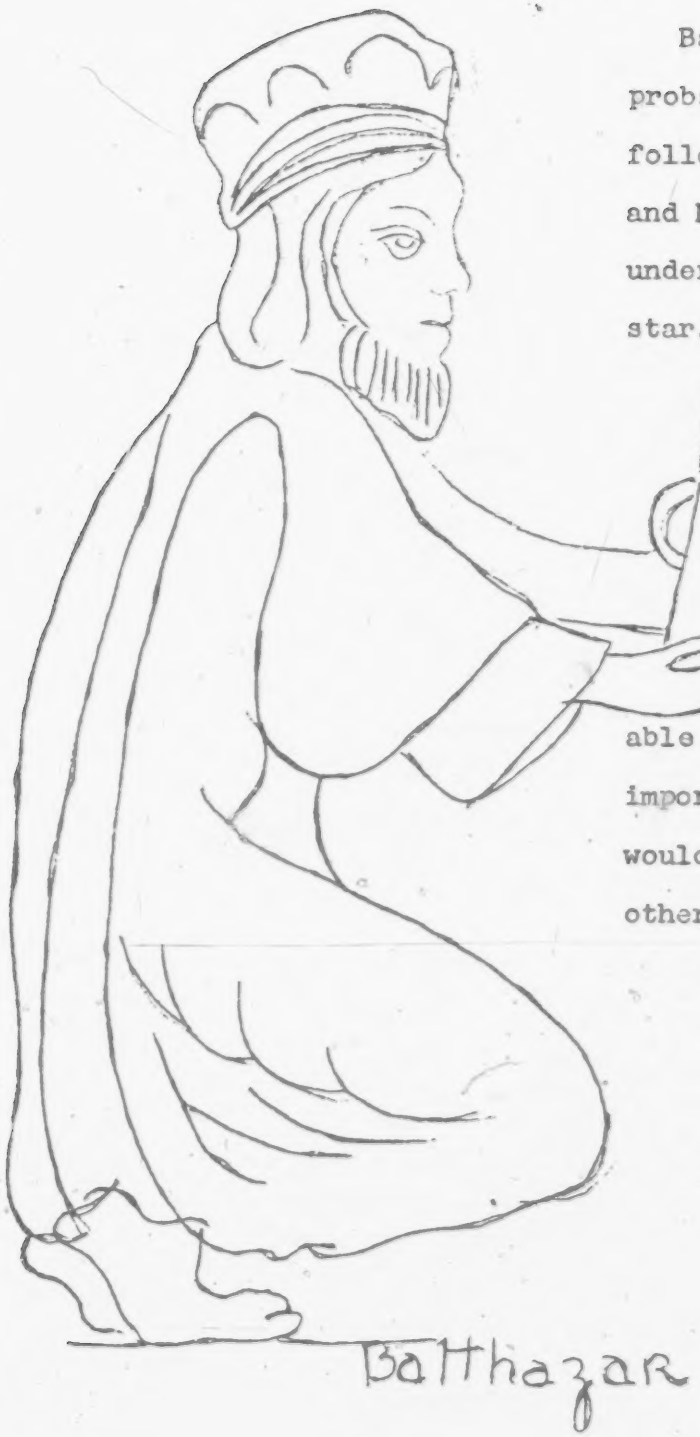
THE WISE MEN

CASPAR

Caspar came on Little Christmas to adore the Christ Child as a new born King, and brought him a gift of gold, in the well loved story of the Magi. Gold represents not only a King but also the necessities of life. In fact, it is believed that this gold was used by Mary and Joseph to pay for their long trip to Egypt to escape from Herod's wrath, so the gift of gold proved very practical indeed.

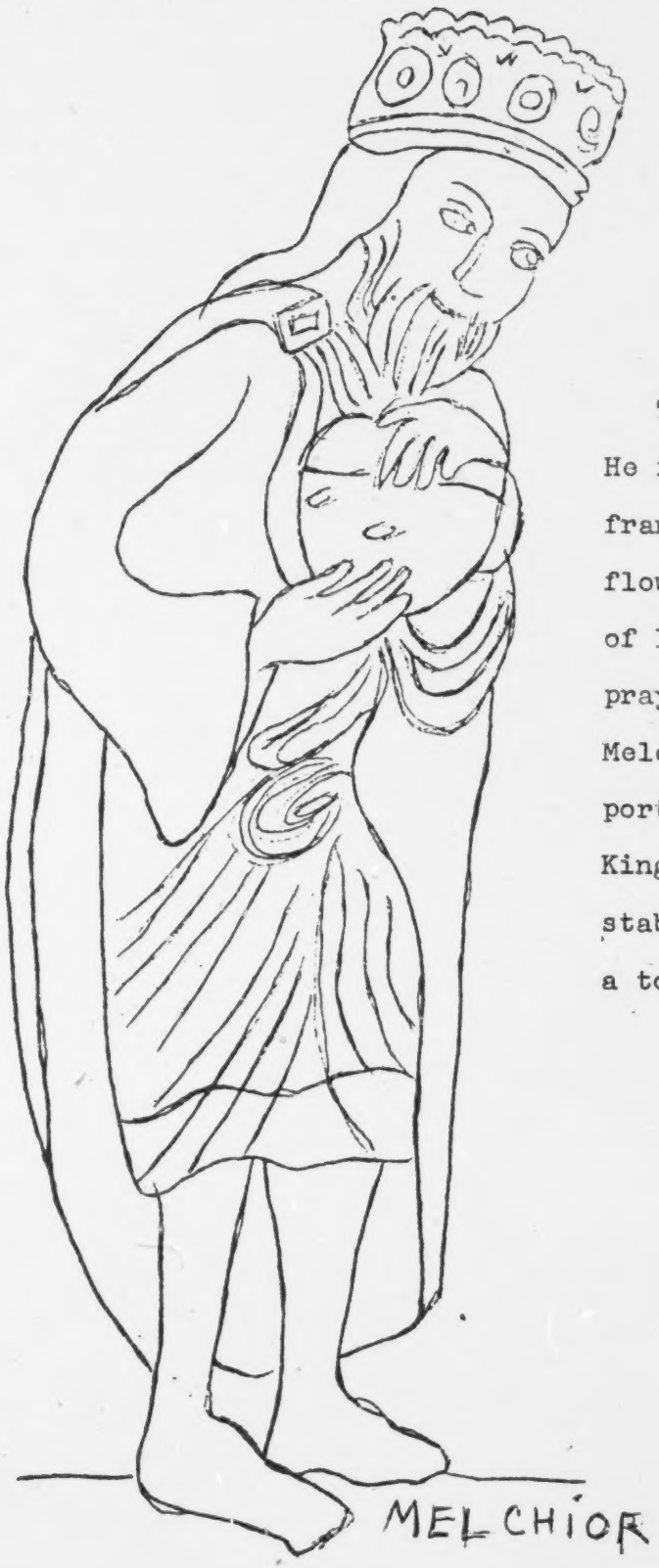
Caspar is also the youngest and represents the future.

BALTHAZAR



Balthazar was a black king and probably came from Africa with his followers, joining up with Caspar and Melchior in the eastern desert under the light of the guiding star.

His gift to the new born Christ Child is myrrh. An extremely precious and ancient substance used for healing and preserving. It was so rare and valuable that it was of the greatest importance. It was something that would be given only to a king or other great person.



MELCHIOR

The last of the three Wise Men. He is the eldest and yet brings frankincense, a fragrance of flowers, suggesting the sweetness of life, of music, of art and prayer. As he had lived long, Melchior knew that this was as important a gift as any for the new King born of poor parents in a stable in the hills of Judea, in a town called Bethlehem.

Appendix E

In-Service Programs

1971-72

CONSERVATION GOES TO SCHOOL

An Environmental Education project of the New Britain Garden Club in cooperation with "Project Ecology" of the Community-Career Orientation Program of the New Britain elementary schools.

Fall, 1969: As part of a conservation education project in the public and parochial schools, the garden club sponsored an ecological field trip to the Sharon Audubon Center. Twenty-five participating teachers were given a talk on outdoor teaching techniques by the resident naturalist, and a guided trail walk. Two outdoor educationists accompanied the bus trip to the center, lecturing informally on geological and botanical points of interest along the way. A set of Audubon teaching guides illustrated charts was also provided for school use.

Spring, 1970: Garden club members presented a lecture-demonstration workshop for third grade teachers, featuring outdoor garden landscaping techniques and indoor planting of various kinds, including hanging baskets and terraria. Plant materials were distributed for the classes, including marigold seeds, geranium seedlings and begonia cuttings.

Fall, 1970: A bulb planting program was introduced to encourage the beginning of a school garden. Tulip, daffodil and crocus bulbs were provided so that each of 1200 fourth grade children could plant his own. Garden areas were prepared with the help of school custodians and the children. Twenty schools participated.

Spring, 1971: Individual planters filled with shasta daisy seeds were provided for each fourth grade pupil, for planting at home or in the school gardens.

A film on the children's Gardencraft Program at the New York Botanical Garden was shown fourth grade pupils and teachers at the Smith and Chamberlain schools, which included about 200 children.

The spring program culminated in the sponsorship of a bus trip for fifth grade teachers to introduce teaching techniques and resources of the Talcott Mountain Science Center, Avon, as well as a guided nature trail walk at the Litchfield Nature Center. This was attended by 45 teachers, and was followed by a bus trip to the Stanley Nature Trail by all fifth graders.

Fall, 1971: The garden care program was continued with the provision of peat moss, bone meal, and a selection of small bulbs for twenty-two schools, including two new participants who had asked to join the program. One was a school for retarded children and the other a private school. The latter two were also given a selection of larger bulbs for their initial planting.

In November, a workshop for science teachers and a field trip to a nearby nature trail was sponsored by the garden club with lecturers from Talcott Mountain Science Center. Their topics included air and water pollution, twig morphology and identification, plant taxonomy and weather instruments for the classroom.

Spring, 1972: As a followup of this workshop, upon request of a teacher, the garden club sponsored a bus trip for 85 fifth graders and their teachers to the Litchfield Nature Center.

Fourteen volumes of PEOPLE AND THEIR ENVIRONMENT, teachers curriculum guides related to science, social studies, outdoor laboratory work and classes at all elementary levels, have been presented to the New Britain Schools.

The garden club project has been awarded two grants of $200 each by the Sears Program for Environmental Improvement through the federated garden clubs of Connecticut.

PROJECT ECOLOGY

THE COMMUNITY-CAREER ORIENTATION PROGRAM

NEW BRITAIN PUBLIC SCHOOLS

The Community Career Orientation Program (CCOP) has provided all third, fourth, fifth, and sixth grade pupils in the public and parochial schools of New Britain with the following opportunities:

1. To broaden their occupational aspirations and self-image.

2. To develop the concept of the dignity of work and pride in workmanship.

3. To identify community problems, explore alternative solutions and contribute in a positive way to the improvement of human life.

4. To become aware of occupational opportunities in New Britain and in a changing competitive and multi-cultural world.

5. To formulate through practical exploratory experiences more specific career goals and to make wiser choices for grades 9-12.

During the 1971 - 1972 school year, as part of the CCOP, all fifth grade youngsters in New Britain have been involved in Project Ecology. The purpose of Project Ecology is to increase the youngsters' awareness of his environment and ecological problems and expose him to career opportunities in the environmental sciences. The activities which each class had the opportunity to participate in are:

A. Visits to each fifth grade class by the graduate assistant to discuss ecology, ecological problems and a trip to Talcott Mountain Science Center.

B. Visits to Talcott Mountain Science Center.

C. Participation in bulb planting and a flower show sponsored by the Garden Club of New Britain.

D. Career Exposition Day for elementary school students.

E. Picnics and flower planting in A. W. Stanley Park in cooperation with the Parks and Recreation Department of New Britain.

F. Use of A Place To Live, an urban ecology program published by the National Audubon Society. Associated with A Place To Live are a series of neighborhood walks. Each teacher used an Economic Supplement written by Mrs. Dorothy Wass which focused on ecological problems in conjunction with the neighborhood walks.

F. In-class work dealing with ecology and econological problems. This has involved the following types of activities:

1. Simulation games in city planning.

2. Discussion and viewing of the film Ah Man with Mr. Vinnie Clements, Director of the New Generations Program of the Burritt Mutual Savings Bank.

3. Discussions of the past, present and future of New Britain - economically and ecologically.

4. Short lectures on some aspect of ecology (e.g. resources and recycling; land, water and air pollution and the real cost of energy; existing and possible alternate means of transportation;).

G. Visits and tours of the nature trail in Stanley Park.

While all of the above activities played an integral part in the total program, the visits to Talcott Mountain by each class were perhaps the highlight of the year's activities. Each class spent approximately one and a half hours at the Science Center with either Dr. Gordon Heisler or with Steve Weinberg. The program for each class was divided into three parts:

Part 1. GENERAL ORIENTATION The general orientation included looking at various weather instruments, the radio telescope, an optical telescope, a brief nature walk in which several plants and animals were identified and weather permitting, the observation of sunspots. Throughout the orientation questions were raised about man's role in the biosphere and how man has affected the environment. The orientation culminated in the launching of a weather balloon to determine upper wind flows.

Part 2. POLLUTION EXERCISE In this exercise the youngsters were given a map of visual landmarks that can be seen from Talcott Mountain. (On a clear day approximately a 25 mile radius is visible.) The youngsters were then asked to fill in as many as the landmarks as they could see. Since Hartford was always covered by at least a thin layer of smog, this exercise inevitably led to a discussion of the causes and cures of pollution.

Part 3. POND ORGANISMS Pond water previously collected (by Dr. Heisler and Steve Weinberg) was examined macro and microscopically. The concept of food chains and food webs was introduced to the youngsters as a result of this activity. In addition the effect of contaminants on an aquatic ecosystem was discussed.

Each teacher followed-up the visits to Talcott Mountain with discussions and/or projects. An informal survey showed that every teacher found the trip well worth the time and effort. A majority of the

teachers reported that they would like to spend more time at the Science Center and almost all would like to take their classes at least once a year.

In-service training for Project Ecology involved three distinct phases:

1. An all day trip by all fifth grade teachers during May, 1971 to Talcott Mountain and the White Nature Preserve, Litchfield, Connecticut. This trip was jointly sponsored by the New Britain Schools and the Garden Club of New Britain. Planning of the trip involved: Mr. Don LaSalle, Director, Talcott Mountain, Mrs. Mary Clapp, Community-School Liason of the Garden Club of New Britain, Dr. Louis Addazio, Director, Community-Career Orientation Program, and Steve Weinberg.

2. Dissemination to the teachers of newspaper and magazine articles and other material relating to econology.

3. An afternoon workshop in ecology held during November, 1971 for all fifth grade teachers at Stanley School, New Britain. The workshop was run by Steven Weinberg and members of the Talcott Mountain Science Center.

The year's activities culminated in the production of a mini-documentary on Project Ecology by WHNB-TV (Channel 30, Hartford). The documentary was shown from 7:30-8:00 P. M. on a weekday night during the month of June, 1972. The documentary showed selected segments of the various activities related to Project Ecology in which the fifth grade classes participated.

COMMUNITY CAREER ORIENTATION PROGRAM

TO: PRINCIPALS, ELEMENTARY SCHOOLS TEACHER'S, FIFTH GRADE

FROM: GIL HATCH, STEVE WEINBERG

PRELIMINARY NOTICE

On Wednesday, November 10, 1971, a meeting will be held at Holmes School for all Fifth Grade teachers. The purpose of this meeting is to discuss the Ecology Program and the Talcott Mountain Science Center trip for the Fifth Grade pupils. The school principals have agreed to release all Fifth Grade teachers from their building staff meetings on this date. More detailed information will be mailed before the meeting.

October 26, 1971

TO: Principals, Elementary Schools
Teachers, Fifth Grade

FROM: Steve Weinberg

SUBJECT: PROJECT ECOLOGY
MARCH - JUNE, 1972

During the Fall, all fifth grade classes in New Britain had the opportunity to visit Talcott Mountain Science Center. There are many activities related to ecology which can be performed in and around the schools. It would be my pleasure to visit classes during the next few months in order to formulate or carry through a program or activity related to ecology.

Please fill out the form below and send it to me at the Administration Building, 27 Hillside Place by February 25th if you would like me to get in touch with you.

- -

NAME:_____

SCHOOL:_____

SIZE OF CLASS:_____

TYPE OF PROGRAM ENVISIONED:_____

_____

_____

_____

To:

From: Gil Hatch, Steve Weinberg

Mr. Vinnie Clements, Director of the New Generations Program of Burritt Mutual Savings Bank has kindly offered the schools, the use of the film, AH MAN. Mr. Clements will be available to discuss the film and related ecological problems with a limited number of classes. Please send the form below to Gil Hatch if you would like to show the film to your class and if you would like Mr. Clements to come to class.

- -

NAME:_____

SCHOOL:_____

IN CLASS_____

WOULD LIKE TO HAVE FILM YES ☐ NO ☐

WOULD LIKE MR. CLEMENTS TO COME TO CLASS WITH FILM YES ☐ NO ☐

TO: Directors, Administration Building and
Participants in Career Exploration Day

FROM: Gilbert Hatch, Director, Community-Career
Orientation Program
Steve Weinberg, Graduate Assistant

SUBJECT: TUESDAY SPECIAL
WHNB-TV (Channel 30)
JUNE 13, 1972
10:30 p. m. - 11:00 p. m.

On Tuesday, June 13, 1972, Channel 30 will present a special half hour show about the PROJECT ECOLOGY PROGRAM for Fifth grade classes in the New Britain Schools. Included in the program will be scenes from Stanley Park, Talcott Mountain and Career Exploration Day.

TO: Principals, Elementary Schools
Teachers, Fifth ahd Sixth Grades

FROM: Gilbert Hatch, Director, Community-Career Orientation Program
Steve Weinberg, Graduate Assistant

SUBJECT: TUESDAY SPECIAL
WHNB-TV (Channel 30)
JUNE 13, 1972
10:30 p. m. - 11:00 p. m.

On Tuesday, June 13, 1972, Channel 30 will present a special half hour show about the PROJECT ECOLOGY PROGRAM for Fifth grade classes in the New Britain Schools. Included in the program will be scenes from Stanley Park, Talcott Mountain and Career Exploration Day.

(Please inform your students of the Program).

TO: Principals, Elementary Schools and
Fifth Grade Teachers

FROM: Steve Weinberg

The following article was taken from the Roaring Brook Nature Center News Volume 11, No. 4, September, 1971. (Roaring Brook Nature Center located in Canton, Connecticut is a non profit nature center open to the public).

FALL FOLIAGE

It has been commonly assumed that the bright colors we enjoy so much in autumn are caused by our early frosts. About the only truth in this is that frost comes with colder weather and shorter days.

The chemical content of leaves is affected by the shorter periods of light and the lower temperatures. The green pigment in the leaves begins to fade, allowing the yellow and orange pigments, which have been present all along, to become predominant. The bright red coloring has a different origin. It is formed in the cell sap and is similar to the "dye" that ia found in red cabbage and beets. With shorter days and cooler nights, the flow of sugar to and from the leaves is slowed down, and the brilliant red color results.

Leaves drop from their branches because of a thin cork-like layer of cells that develops between the leaf stem and the twig to which it is fastened. The flow of sap is gradually cut off and the leaf dies. The point of attachment is so weakened that a slight breeze, a rain drop, or even its own weight will make the leaf fall.

The brightest displays of red are produced by the red or "swamp" maple, black gum and sumac. The deeper reds are seen in many of our oak trees. The favorite sugar maple gives us our most brilliant yellow and orange; then there are the basswood or linden, poplar, hickory, big-tooth aspen, and tamarack or larch which add to the yellow hues. The evergreens, whose green pigment is so hardy it is not affected by winter conditions, gives us a rich, deep toned background for all this wealth of color. It is no wonder that our autumn is a season of breath-taking beauty.

- -

TO: Principals, Elementary Schools
Teachers, Fifth Grade

FROM: Steve Weinberg, Graduate Assistant
Project Ecology

THE QUIET

A few chilly nights can bring quiet to the darkness now, the first night quiet since April. The katydids and the tree crickets, which made the darkness hum and quiver only a few weeks ago, have pretty well run their course. The pulse of their lives beats too slowly to set them stridulating. The quiet is almost palpable. You can hear the whisper of the leaves brushing against each other.

But this isn't quite the final scene of those noisy insects' brief lives. When warm days and mild nights follow the chill, and even after deep, hard frost, there will be a few of the night singers out again, fiddling desperately. They will be of the late summer hatch and those which found crannies and crevices in which to escape the deadly cold. But even their energy wanes. The insect hordes of this world live by the sun, and when cold weather begins to move in they submit. Life has been committed to the egg, and their season is at an end.

Look in the garden on a mid-October morning and see how low the insect fires of life burn. Black crickets can scarcely move, even when prodded. Ants, if abroad at all, make slow progress, their legs as stiff as if arthritic. The grasshopper can no longer hop, but sits in the sun as though slowly thawing. A big bumblebee that spent the night deep in a withered zinnia's petals waits for the warming day to loosen its joints and give it strength for one last flight.

The insect clock runs down as the sun edges south. Days shorten. Nights deepen. And the quiet will soon possess the countryside.

Taken From: The New York Times
Section 4, Pg. 10,;
Sunday, October 17, 1971

Each Sunday, the last editorial in the New York Times is a comment on the changing seasons. Periodically these will be reproduced and sent to the staff.

To: Principals, Elementary Schools
Teachers, Fifth Grade

From: Gil Hatch, Steve Weinberg

AUTUMN'S SIMPLICITIES

By mid-November the season and the earth itself have begun to relax toward ease and simplicity that are hard to believe in the face of the predicaments and dilemmas into which man contrives himself. Now the earth seems to settle back into quiet contemplation, aware that fuss and worry and haste get no one anywhere.

The summer's work is done. The leaves have colored and fallen. The buds on the twigs will lie dormant till April, leisurely as time itself. The acorns have ripened, been harvested by the squirrels, and those forgotten will not sprout until next spring. The milkweed's sweet blossom became a pod, the pod ripened and opened, and the seed went shimmering off on the wind.

Most of the songbirds have gone South. The cricket, the cicada and the bumbling beetle have left their heritage in the egg. Frog and woodchuck have begun their long sleep. The owl hoots and the fox barks, claiming the night, and none dispute them. Could autumn rain and brief-lived snow quiet the restless leaves.

The brook has ceased its chatter. Only the wind hurries now. The earth begins to rest on its own simplicities. Soon the ice will try to pry the ledges apart, to simplify the landscape. But out there in the depths of the night the stars proclaim the eternal simplicity.

Taken from: New York Times,
Sunday, November 14, 1971
Section 4, Page 12.

To: All Principals, Elementary School Teachers
Grade 5

From: Steve Weinberg, Gil Hatch

THE OLD SIGNS

Tomorrow night's full moon will be the last one we will see this winter. The next full moon will brighten the sky of late March, when daylight has begun to surpass darkness, and when spring peepers will be shrilling in sheltered lowlands. The fang of night chill should be dulled and there should be the touch of slowly awakening spring in the afternoon sunlight.

Late February may end in another snowstorm, and March may come lioning in and roar for a time, but the season itself can no longer be blustered or bullied. The willow buds that will become pussy willows are still winter-tight, but the willow withes have begun to show that touch of amber which tokens change. Down along the brooks there is a quickening in the red osier dogwood bushes that is most noticeable against a snowbank and in full sunlight. In sheltered boglands there are already the greenish snouts of skunk cabbage, encouraged by early February's mildness they can literally melt their way up through the ice, and often do.

On roadside banks where the recent snow has melted there is the surprising green of celandine, that hardy weed, cousin of the garden poppy and the wild bloodroot. Up in the woods where the rocks hoard the sun's warmth, buds begin to appear in the rosettes of old hepatica leaves. The old signs and seasonal stirrings are there and in order.

Taken from: New York Times
Sunday, February 27, 1972

To: All Principals, Elementary School Teachers, Grade 5

From: Steve Weinberg, Gil Hatch

MARCH

If you like variety, March is your month. It is February with a chuckle, the sound of brooks flowing again, and it is April with a head cold. March can be mud and snowdrifts, ice and innocent skies with the sun higher and brighter than it has been since September. It is a time when you can believe almost anything might happen. It might snow a foot tomorrow, or it might turn so mild the trees could skip the preliminaries and burst into full leaf next week.

The first week in March can be a dour hangover from February, and sometimes it is. The second week usually is prankish; you can't guess what will happen, but you can be sure something will. The third week brings the vernal equinox, a date on the calendar and a ratio between daylight and darkness, but nothing of consequence to a bud or a bird. The fourth week of March is spring by the books, and it can be an overture to April but don't count on it.

March is that priceless time when the gardener wants to get his hands into the soil again, but the soil is still frosty; when the fisherman wants to go wandering up the brooks with a flyrod, but the coves are fringed with ice and fishing season hasn't opened anyway; when the skier hopes for another six inches of granular snow, and it drizzles and turns everything to slush. March is a prankster, so you might as well enjoy it.

Taken from: New York Times
Sunday, March 5, 1972

TO: Principals, Elementary Schools
Teachers, Fifth Grade

FROM: Joe Bartolotta, Gil Hatch, Steve Weinberg

Several questions have arisen about the nature of the Talcott Mountain Science Center Trip and the Audubon Society materials which were sent to each school during the spring of 1971.

The Talcott Mountain trip is part of the Community-Career Orientation Project for the 1971-1972 school year. Briefly, the purpose of this project is to help pupils to develop an understanding of the unity and interrelatedness of the New Britain community and to identify community problems, explore solutions as an active member of the community to contribute in a positive way to the improvement of human life. In addition the purpose of the project is to help pupils to broaden their occupational aspirations and self image.

As part of the Community-Career Orientation Project, during the 1969-1970 academic year all third grade pupils received a guided tour of New Britain. During 1970-1971, all fourth grade pupils had a tour of Central Connecticut State College and a tour of the New Britain Museum of American Art. During both years there were several activities for the pupils related to each trip.

The emphasis of the Community-Career Orientation Project for Fifth graders this year is to help pupils gain an awareness of the ecology of New Britain and Connecticut and careers related to ecology. The Talcott Mountain Trip and class use of the Audubon materials should help in achieving this goal. In addition, Joe Bartolotta will be available to take each fifth grade class on a nature walk through Stanley Park during the spring of 1972.

During the spring of 1971 each school received copies of the Audubon Society workbooks, (A Place to Live and the Audubon Ecology Study Program) and all related necessary materials. ALL ELEMENTARY SCHOOLS STILL HAVE THIS MATERIAL. THIS MATERIAL IS TO BE USED AS A SUPPLEMENT TO THE REGULAR SCIENCE PROGRAM.

While the Audubon material is ideally suited for use during the fall and spring, it may be fruitfully used throughout the year. A great deal can be done in the area of winter ecology. Steve Weinberg is available to give any assistance needed in the use of the Audubon materials and the study of ecology.

The following materials were delivered to each school for use in the fifth grades.

A Place to Live Pupils Edition	35 copies
Audubon Ecology Study Program Pupils Edition	35 copies
Verticle Ant Nest	1 Nest
3" Plastic Pots	50 Pots
Seed Sets	1 Set
Petri Dishes	25 Dishes
Two-Egg Incubators	1 Incubator
Two Gal. Aquarium	1 Aquarium
Insect-Killing Bottles	1 Bottle
Magnifying Glasses	10 Glasses
Thermometers	10 Thermometers
A Place to Live Teacher's Manual	1 For each teacher
Audubon Ecology Study Program Teacher's Set	1 For each teacher

Note: The above material is to be shared among the fifth grade classes in the school. EACH SCHOOL HAS ALL THE BOOKS AND MATERIAL LISTED!

To: Principals, Elementary Schools
Teachers, Fifth Grade

From: Gil Hatch, Steve Weinberg

Now that spring is coming, my classes will be taking the nature walks which are part of the PLACE TO LIVE program. Mrs. Dorothy Wass has prepared an ECONOMIC SUPPLEMENT to assist you in broadening the dimensions of the walks. The SUPPLEMENT and more information will be sent to you by April 7th.

TO: Principals, Elementary Schools
Teachers, Fifth Grade

FROM: Gil Hatch, Joe Bartolotta, Steve Weinberg

RE: A PLACE TO LIVE

During the spring of 1971, each school received 30 copies of the Audubon Society's publication A Place To Live (student manual). In addition each fifth grade teacher received one copy of the Teacher's Edition. All elementary schools still have this material.

Attached is one copy of the "consumable" portion of the student manual (the walks). Please fill out the form below and return it to Gil Hatch, Administration Building, 27 Hillside Place, if you would like copies for each of your students. (Please return by March 24, 1972).

- -

NAME:_____

SCHOOL:_____

NUMBER OF COPIES DESIRED:_____

Appendix F

Instruments of Evaluation

1971-72

COMMUNITY-CAREER ORIENTATION PROGRAM

TO: All Elementary Principals and all Teachers of grades three, four, five and six. (Public and Parochial)

FROM: Gil Hatch

SUBJECT: Third, Fourth, Fifth & Sixth Grade Post-Testing

As you know the Community and Career Orientation Program has been expanded to include the fifth and sixth as well as the third and fourth grades this year. The program's post-test will be given in all schools in New Britain. Public and Parochial.

The dates scheduled for these tests are June 6 and June 7 and scoring will be required on the part of the teachers.

The purpose of the test is to ascertain the third, fourth, fifth, and sixth grade pupils self-image, their attitude or interests in career areas and their knowledge about the city of New Britain.

Following is a guide to the test:

	Test Title	Dates to be given
Part A	My Self	June 6
Part B	My Work	June 7
Part C	My City	June 7

Materials Needed

For the Pupils:

1. An answer sheet for each pupil.
2. A soft lead pencil #2 with eraser for each child.

For the Teacher:

1. Test question sheet, with directions.
2. Return envelope.

Preparation

1. Familiarize yourself with the test before you administer it to the pupils.
2. Try to anticipate any questions the children may have.
3. Arrange the test for two sittings, if you feel it is necessary.
4. You may wish to read the questions to the children before the actual test. Inform children that there are no right or wrong answers. We are only looking for their opinions in the three areas (so that we can better understand the thinking of all the third, fourth, fifth and sixth graders in New Britain).
5. Put the teachers name, date, grade and school on the board for the children to copy.

Administering the Test

1. Have children print at the top of the answer sheet, their name, the date, grade, the teachers name and the school.

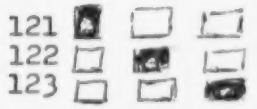
2. Read each question at least twice allowing children time to check either YES, NO, or I DON'T KNOW. (?)

3. The teachers should inspect each child's printing to see that the data is correct and clear.

Returning Materials to the Administration Office

1. When testing is finished please enter the children's answers on the Optical Scanning answer sheets. The portion of the answer sheets for Post-Test answers is part Four IV, numbers 121 thru 140. Answers should appear in columns 1,2 & 3.

Sample



2. All public school teachers should return the materials (Optical Scanning answer sheets) to Gil Hatch, 27 Hillside Place, Administration Offices, No later than Thursday, June 8.

3. All parochial school teachers should have the materials ready in their school offices, to be picked up by a member of the program on Thursday, June 8.

Your cooperation will speed interpretation of the test.

Please return the materials as soon as possible. Thank you very much for your cooperation.

COMMUNITY-CAREER ORIENTATION PROGRAM
Post-Test

NAME _____ Date _____ Grade _____

TEACHER _____ School _____

Please check YES , NO or ?

A	YES	NO	?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

B	YES	NO	?
1.			
2.			
3.			
4.			
5.			

C	YES	NO	?
1.			
2.			
3.			
4.			
5.			

COMMUNITY CAREER ORIENTATION PROGRAM

VOCATIONAL EDUCATION PROGRAM

GUIDANCE DEPARTMENT

Student's Name_____ Boy____ Girl____

DIRECTIONS FOR ADMINISTERING CAREER DAY PRE AND POST SURVEY:

1. Distribute Survey to each child.
   (Be sure each child has a sharp pencil)

2. Read each question twice. Allow time for children to answer.
   Please circle one answer.

   EXAMPLE: Are you a happy person? Yes No
   (Have student circle one answer)

SURVEY

1. Do you know what a career cluster is? Yes No
2. Are you interested in a career education? Yes No
3. Do you think it is necessary to continue your education beyond High School? Yes No
4. Do you like to work with tools and machines? Yes No
5. Do you know where your father or guardian works? Yes No
6. Do you know your father's or guardian's occupation? Yes No
7. Do you know how your father is paid? Yes No
8. Do you know your mother's or guardian's occupation? Yes No
9. Do you know what type of work you would like to do? Yes No
10. Do you think you would like a job working indoors? Yes No
11. Do you enjoy working with others? (people) Yes No
12. Are you skillful in using your hands? Yes No
13. Have you ever visited an employment office? Yes No
14. Have you ever filled out a job application? Yes No
15. Would you enjoy repetitive type job? Yes No
16. Do you have a Social Security Number? Yes No
17. Do all jobs or occupations require the same amount of training? Yes No

COMMUNITY-CAREER ORIENTATION PROGRAM

To: Elementary School Principals
Third-Grade Teachers

From: Gil Hatch

Subject: Analysis of Third Grade Slides Taken On Field Study Trips

I would like to meet for at least 30 minutes with each and every third-grade class which has been on a field study trip around New Britain. The purpose of this visit is to provide the children with an opportunity to:

1. Share what they have learned about New Britain
2. Reveal their attitudial changes about New Britain
3. Use their own slides as a basis for analyzing the elements of good photography

Please have slides ready for viewing. I shall provide:

1. Tray for slides
2. Projector
3. Extension cord

Will you please provide the screen for viewing.

In the event that this schedule should conflict in any way with your plans, please return the CONFLICT - OF - TIME form below before Monday, January 17, 1972.

- -

CONFLICT - OF - TIME

Please change your appointment with my class from (Date)_____

at (Time)_____to(Date)_____

at (Time)_____

Teacher_____School_____

January 11, 1972

COMMUNITY-CAREER ORIENTATION PROGRAM

Schedule for Analyzing Third-Grade

Slides Taken On Field Study Trip

1972

School & Teacher	Date	Time
Burritt		
Mrs. Catherine May	Jan. 19	9:30 a. m.
Miss Lois Ehrler	"	10:30 a. m.
Mrs. Patricia Coyle	"	1:30 p. m.
Camp		
Mrs. Helen Cross	Jan. 20	9:30 a. m.
Chamberlain		
Miss Brenda Allen	Jan. 20	10:30 a. m.
Mrs. Elizabeth Hilli	"	1:30 p. m.
Mrs. Mildred Tuttle	Jan. 25	9:30 a. m.
Miss Danielle Fernino	"	10:30 a. m.
DiLoreto		
Miss Linda Gmeindl	Jan. 25	1:30 p. m.
Mrs. Antoinette Balducci	Jan. 26	9:30 a. m.
Mrs. Sandra Ridel	"	10:30 a. m.
Miss Marie Pawlicki	"	1:30 p. m.
Mrs. Mary Sliney	Jan. 27	9:30 a. m.
Franklin		
Mr. Robert Jones	Jan. 27	10:30 a. m.
Mrs. Ruth Tobey	"	1:30 p. m.
Mrs. Catrine Woods	Feb. 8	9:30 a. m.
Gaffney		
Miss Helen Malinowski	Feb. 8	10:30 a. m.
Mrs. Myrtis Fritzson	"	1:30 p. m.
Mrs. Jean Linton	Feb. 9	9:30 a. m.
Holmes		
Mrs. Joan Plocharczyk	Feb. 9	10:30 a. m.
Mrs. Carol Ringrose	"	1:30 p. m.
Miss Dorothy Kobus	Feb. 10	9:30 a. m.

(Schedule for Analyzing Third-Grade Slides Taken on Field Study Trips

School & Teacher	Date	Time
Holy Cross		
Sister Mary Dolores	Feb. 10	10:30 a. m.
Mrs. Anne Uccello	"	1:30 p. m.
Jefferson		
Mrs. Dolores Buchout	Feb. 15	9:30 a. m.
Miss Joyce Rondinone	"	10:30 a. m.
Mrs. Shirley Jennings	"	1:30 p. m.
Lincoln		
Mrs. Beatrice Litsky	Feb. 16	9:30 a. m.
Mrs. Margaret Yung	"	10:30 a. m.
Mrs. Cheryl Carlson	"	1:30 p. m.
Northend		
Mrs. Marie Jubb	Feb. 17	9:30 a. m.
Mrs. Edith Kingsford	"	10:30 a. m.
Putnam		
Mrs. Dorothy Smith	Feb. 18	9:30 a. m.
Mrs. Jean Reznik	"	10:30 a. m.

COMMUNITY-CAREER ORIENTATION PROGRAM

To: All Principals and Teachers Grades 3

From: Gil Hatch

Subject: Questionnaire to Analyze the Third Grade Field Study Trip

1. Since you have completed the third grade field study trip, what suggestions can you make that would possibly help improve upon the program for next year?_____

_____

_____

_____

2. Would you want the same trip again? Yes_____ No_____

for 1 hour? Yes_____ No_____

2 hours? Yes_____ No_____

3. What is your perception of the children's reactions to the field study trip?_____

_____

_____

_____

4. Do you feel that the children would have benefited from a much longer tour? Yes_____ No_____

5. Do you feel that the children would have benefited from a trip concentrated into fewer stops? Yes_____ No_____

6. Do you feel that a trip to one specific place would have been more beneficial? Yes_____ No_____

7. What one place would you suggest for a field study trip.

_____

_____

8. What follow-up suggestions would you make that might better evaluate the field trip?_____

_____

_____

COMMUNITY-CAREER ORIENTATION PROGRAM

To: All Principals
Teachers, Grades 3, 4, 5 and 6

From: Gilbert Hatch

Subject: Self-Image And Human Relations

In order to change one's attitude in dealing with children, a teacher must be aware of the thinking of others.

Attached is list of ideas that may help to change our way of thinking.

FILMED FROM BEST AVAILABLE COPY

HUMAN RELATIONS [1]

- Children's behavior is caused to very great extent by habit and emotion, and to a much lesser extent by consideration of reason.
- Children are different; they expect and deserve to be treated as individuals.
- Children work best when they know that their teacher is interested in them.
- Children work harder when helped to feel important than when motivated by fear. They like to get credit when they deserve it.
- Children are generally averse to sudden changes; they are most likely to accept them if they are prepared for them.
- Children try to live up to the teacher's expectations of them. Children often copy the way the teacher does things.
- Children like to receive simple, clear, and understandable instructions so that they know what is expected and how the teacher wants it done. They work best when informed of matters that concern them
- Children work best when they feel that they belong; they wish to participate in the classes' undertakings.
- Children will work best for a teacher whom they trust and respect; they look for consistency of treatment from the standpoint of knowing what the teacher will permit and what he will not allow.
- Children work best for a teacher who likes people and manifests an interest in their personal affairs.
- Children expect and deserve to be punished or reprimanded when it is required. Teachers should establish standards of behavior and effectiveness must be met.
- Children dislike and resent public criticism and unfavorable comparison to others in the group; they dislike "losing face."
- Children will produce more when there is some incentive present; they like to know the objectives of the class.
- Children like to be told when they are wrong and corrected.
- Children like to be understood and to know where they "stand."

[1] Guiding Principles and Practices in Office Management, Research Corporation of the Association of School Business Officials, Chicago, Illinois, 1966.

Appendix G

Instructional Materials

1971-72

COMMUNITY-CAREER ORIENTATION PROGRAM

The following list of films and filmstrips will be made available through the A. V. Department:

Films:

Leo Beuerman
A Very Special Day
The Toymaker
Happy Helpers
I Wonder Why

Filmstrips:

Black Americans at Work
William, Andy and Ramon and Five Friends at School
They Need Me
Fathers Work
Mothers Work, Too
A City is Many Things
How Do You Feel?
Me, Myself and I
Job Attitudes - Why Work at All?
Job Attitudes - Like Your Job and Your Life
What Do You Expect of Others?
What Happens Between People?
Who Do You Think You Are?
You Got Mad: Are You Glad?
Guess Who's in a Group?

The following sets of books will be made available through Dr. Addazio's office:

Books: (in sets)

Here I Am
I'm Not Alone
Becoming Myself
Kit of Bi-Lingual Spanish English
Set of Urban Living
Kit of Living Together in a Community
Set of 9 Career Stories
Where Do We Live?

COMMUNITY CAREER ORIENTATION

CAREER LIBRARY

TITLE	SUBJECT AREA	GRADE
You're on the Air	Black Career Books The following are available in groups of 5 titles	4-6
New Fields		4-6
I Reached For The Sky		4-6
In the Face of the Sun		4-6
Meigs Tower		4-6
A Foot in Two Worlds		4-6
What ever you Can't Have		4-6
Someday I'm Going to be Somebody		4-6
Where There's Smoke		4-6
Come To Work With Us in a Hospital	The following books are available in groups of 6 titles They come with Teacher Guide Supplement and Word Content Analysis	4-6
Come To Work With Us in a T.V. Station		
Come To Work With Us in Aerospace		4-6
Come To Work With Us in a Toy Factory		4-6
Come To Work With Us in an Airport		4-6
Come To Work With Us in House Construction		4-6
You visit a Dairy-Clothing Factory	The following books are available in groups of 7 titles	4-6
You visit a Steamship-Airport		4-6
You visit a Post Office-Telephone Company		4-6
You visit a Newspaper-Television Station		4-6

TITLE	SUBJECT AREA	GRADE
You visit a Museum-Library		4-6
You visit a Spaghetti Factory-Bakery		4-6
You visit a Fire Station-Police Station		4-6
Here I Am w/spirit masters and Teachers Edition	Personality-Self Image set of 10	4
I'm Not Alone w/spirit masters and Teachers Edition	Personality-Self Image set of 10	5
Becoming Myself w/spirit masters and Teachers Edition	Personality-Self Image set of 10	6
Living Together in a Community w/Teachers Edition	Six compies of each How Families Live Together How Schools Help Us How Doctors Help Us How Hospitals Help Us How People Live in the Big City	1-5
	The above available in groups of 5 titles	
Bilingual Spanish English	10 copies of each I Live in the City Animals we Know Community Friends Going and Coming	1-6
	The above available in groups of 4 titles	

FILM STRIPS AVAILABLE IN SETS

Kit #1	How do you fe l about	Other Children Being Alone Animals & Plants Your House and Family Your Community School	2-6
Kit #2	They Need Me	My Mother and Father My Baby sister My Dog My Friends	2-6

Kit #3	A City is Many Things	People at Work	2-6
		Transportation	
		People at Leisure	
		Buildings	
		Services	
Kit #4	Fathers Work	My Dad is A Carpenter	2-6
		A Moving Man	
		My Dad works In a Factory	
		My Dad works In a Supermarket	
		My Dad works In a Shoe Store	
		My Dad works In a Service Station	
Kit #5	Mothers Work Too	My Mother is a Waitress	2-6
		My Mother is a Dental Assistant	
		My Mother works In an Office	
		My Mother works In a Drug Store	
		My Mother works In a Bank	
		My Mother works In a Home	

HAWLEY MEMORIAL CHILDRENS LIBRARY

COMMUNITY-CAREER ORIENTATION PROGRAM

To: ELEMENTARY Principals and Teachers

From: Mrs. Virginia Smith
Mr. Gilbert K. Hatch, Jr.
Dr. Louis C. Addazio

Subject: Hawley Library - Book Collection

The collection of children's books at the Hawley Library is the fifth largest in the state. To quote from the book selection policy - "the library's primary objective is to inculcate in children an enjoyment and appreciation of reading for 'reading's sake' and to provide those materials which will satisfy a child's recreational needs and natural curiosity, thus contributing to his growth as an intelligent world citizen."

There are 24,000 volumes in the collection. This number includes a substantial reference section, dictionaries, atlases, and twelve encyclopedias.

The majority of the books circulate, of course. Anyone who lives in New Britain, or who works in the city may take books free of charge. The collection is aimed at boys and girls from the pre-school age through grade seven. Young people beyond this point may use the adult building.

One special collection is called the Room Use Collection. About 735 titles are kept in separate cases and used only in the building. The section is intended for the use of parents, teachers, and students. It contains one copy of titles considered distinguished writing, or examples of fine illustrations. In general there are duplicates on the regular shelves.

Another special group is the case of foreign books. There are approximately 400 titles in seventeen languages. The bulk, however, are in French, German, Italian, Polish, and Spanish. No attempt has been made to represent the literature of the country, but rather to have on hand fiction and folk tales which new comers will enjoy reading before they learn English.

The hours of the department are:

Monday	9 a. m. - 8:30 p. m.
Tuesday	9 a. m. - 6 p. m.
Wednesday	9 a. m. - 6 p. m.
Thursday	9 a. m. - 8:30 p. m.
Friday	9 a. m. - 6 p. m.
Saturday	9 a. m. - 5 p. m.

NEGROES - FICTION

Author	Title	Publisher	Date	Grade
Agle, N. N.	Maple Street	Seabury	1970	4 - 6
Beim, Lorraine & Jerrold	Swimming hole	Morrow	1951	2 - 3
"	Two is a team	Harcourt	1945	2 - 3
Bonsall, Crosby	The case of the cat's meow	Harper	1965	K - 3
"	The case of the dumb bells	Harper	1966	K - 3
Bontemps, A. W.	Sad-faced boy	Houghton	1937	4 - 6
Bourne, M. A.	Raccoons are for loving	Random	1968	1 - 4
*Burch, Robert	Joey's cat	Viking	1969	1 - 3
Burchardt, Nellie	Project cat	Watts	1966	3 - 5
*Carlson, N. S.	Ann Amelia and Dorothy	Harper	1968	4 - 6
"	The empty schoolhouse	Harper	1965	4 - 6
"	Marches for the dream	Harper	1969	4 - 7
*De Angeli, Marguerite	Bright April	Doubleday	1946	3 - 5
Faulkner, Georgene	Melindy's happy summer	Messner	1949	4 - 6
"	Melindy's medal	Messner	1945	4 - 6
Fife, Dale	What's new, Lincoln	Coward	1970	3 - 4
"	Who's in charge of Lincoln?	Coward	1965	2 - 4
Fox, Paula	How many miles to Babylon?	David White	1967	4 - 6
*Freeman, Don	Corduroy	Viking	1968	K - 2
Hill, E. S.	Evan's corner	Holt	1966	K - 3
Jackson, Jesse	Call me Charley	Harper	1945	5 - 6
Justus, May	New boy in school	Hastings	1963	3 - 4
Keats, E. J.	Goggles	Macmillan	1969	K - 2
"	A letter to Amy	Harper	1968	K - 2
"	Peter's chair	Harper	1967	K - 2
"	Snowy day	Harper	1962	K - 2
"	Whistle for Willie	Harper	1964	K - 2
"	Hi, cat!	Macmillan	1970	K - 2
Kessler, Leonard	Here comes the strikeout	Harper	1965	1 - 3
Krementz, Jill	Sweet Pea, a black girl growing up in the rural South	Harcourt	1969	2 - 4
*Lexau, J. M.	Benjie	Dial	1968	K - 3
"	Benjie on his own	Dial	1970	K - 3
* "	Striped ice cream	Lippincott	1958	2 - 5
Lovelace, M. H.	The Valentine box	Crowell	1966	2 - 5
MacGovern, Ann	D Jack is beautiful	Four Winds	1969	K - 3
Madian, John	Beautiful junk	Little	1968	4 - 5
*Martin, P. M.	The little brown hen	Crowell	1960	K - 3
*Miles, Miska	Mississippi possum	Little	1965	2 - 5
Molarsky, Osmond	Song of the empty bottles	Walck	1968	3 - 5
*Morse, Evangeline	Brown Rabbit: her story	Follett	1967	4 - 6
Norris, Gunilla	The good morrow	Atheneum	1969	4 - 6
Palmer, Candida	A ride on high	Lippincott	1966	K - 3
*Scott, Ann	Sam	McGraw	1968	2 - 4
Shearer, John	I wish I had an Afro	Cowles	1970	2 - 4

* - Outstanding

Author	Title	Publisher	Date	Grade
*Shotwell, L. R.	Roosevelt Grady	World	1963	5 - 6
**Steptoe, John	Stevie	Harper	1969	K - 3
Stolz, Mary	A wonderful, terrible time	Harper	1967	5 - 6
Tarry, Ellen	My dog Rinty	Viking	1946	1 - 4
Udry, Janice	What Mary Jo shared	Whitman	1966	K - 3
"	What Mary Jo wanted	Whitman	1968	K - 2
*Wagner, Jane	J. T.	Van Nostrand	1969	4 - 6
Walter, M. P.	Lillie of Watts, a birthday discovery	Ward Ritchie	1969	4 - 5
Weiner, Sandra	It's wings that make Birds fly	Pantheon	1968	2 - 4

NEGROES - NONFICTION

General

Call No.	Author	Title	Publisher	Date	Grade
028.52 Pamphlet	Rollins, Charlemae	We build together; a reader's guide to Negro life & literature for elementary & high school	Natl. council of teachers of English	1967	

History

J325.2	Bontemps, Arna	100 years of Negro freedom	Dodd	1961	5 - 6
J325.2	"	Story of the Negro	Knopf	1948	5 - 6
J325.2	Clifton, Lucille	The black B C's	Dutton	1970	4 - 6
J325.2	McCarthy, Agnes	Worth fighting for	Doubleday	1964	5 - 6
J325.2	Shackelford, J. D.	The child's story of the Negro	Associated Publishers	1962	3 - 5
J325.2	"	My happy days	"	1944	2 - 3
J325.2	Swift, H. H.	North star shining	Morrow	1947	4 - 6

Biography

J92	Adoff, Arnold	Malcolm X	Crowell	1970	3 - 5
J92	Aliki	A weed is a flower	Prentice	1965	1 - 3
J92	Bishop	Martin de Porres	Houghton	1954	4 - 6
J92	Carruth, E. K.	She wanted to read	Abingdon	1966	3 - 4
J92	Clayton, Ed	Martin Luther King	Prentice	1968	4 - 6
J92	Fenderson, L. H.	Thurgood Marshall, fighter for justice	McGraw	1969	5 - 6
J920	Johnston, Johanna	A special bravery	Dodd	1967	2 - 5
J92	McGovern, Ann	Runaway slave: the story of Harriet Tubman	Four Winds	1965	2 - 4
J92	Robinson, Jackie	Breakthrough to the big league	Harper	1965	5 - 7
J92	Rowe, J. A.	An album of Martin Luther King, Jr.	Watts	1970	4 - 6
J92	Sterling, Dorothy	Freedom train; the story of Harriet Tubman	Doubleday	1954	5 - 6
J92	Yates, Elizabeth	Amos Fortune, free m[illegible]	Dutton	1950	5 - 6

Poetry

J821.1	Adoff, Arnold	Black out loud	Macmillan	1970	5 & up
J821.1	"	I am the darker brother	Macmillan	1968	5 & up
J821.1	Baron, V. O. ed.	Here I am!	Dutton	1969	3 - 6

j821.1	Bontemps, A. W.	Golden slippers, an anthology of Negro poetry for young readers	Harper	1941	K - 6
j821	Brooks, Gwendolyn	Bronzeville boys and girls	Harper	1956	3 - 5
j821	Clifton, Lucille	Some of the days of Everett Anderson	Holt	1970	3 - 5
j821.1	Doob, L. W.	A crocodile has me by the leg	Walker	1967	4 - 6
j821	Dunbar, P. L.	Little brown baby	Dodd	1940	3 - 6
j821	Hughes, Langston	Don't you turn back	Knopf	1969	3 - 5
j821.1	"	The poetry of the Negro, 1746-1949	Doubleday	1949	5 - 7
j821.1	Jordan, J. M.	Soulscript; Afro-American poetry	Doubleday	1970	5 & up
j821	"	Who look at me	Crowell	1969	3 - 5
jq821	Lawrence, Jacob	Harriet and the promised land	Simon	1968	3 - 5

Folklore

j398	Aardema, Verna	Tales from the story hat	Coward	1960	3 - 6
j398	Arnott	Tales of Temba	Walck	1967	5 - 7
j398.2	Berger, Terry	Black fairy tales	Atheneum	1969	4 - 6
j398.2	Carpenter, Frances	African wonder tales	Doubleday	1963	4 - 6
j398	Courlander, Harold	Cow-tail switch	Holt	1947	3 - 6
j398	"	Fire on the mountain	Holt	1957	3 - 6
j398	"	Hat-shaking dance	Harcourt	1957	3 - 6
j398.2	Dayrell, Elphinstone	Why the sun and the moon live in the sky	Houghton	1968	1 - 2
jq398.2	Haley, G. E.	A story a story	Atheneum	1970	1 - 3
j398	Keats, E. J.	John Henry	Pantheon	1965	2 - 5
j398.2	Roche, A. K.	The clever turtle	Prentice-Hall	1969	1 - 2
j398.2	Sherlock, P. M.	Anansi, the spider man	Crowell	1954	3 - 6
j398.2	Holladay, Virginia	Bantu tales	Viking	1970	4 - 6

BOOKS OF INTEREST TO SPANISH-SPEAKING AMERICANS

(Includes material on Puerto Ricans and some on Mexican Americans)

Fiction

Author	Title	Publisher	Date	Grade
Belpré, Pura	Santiago	Warne	1969	K - 3
Binzen, Bill	Carmen	Coward	1969	K - 2
Brenner, Barbara	Barto takes the subway	Knopf	1961	2 - 5
Burchard, Peter	Chito	Coward	1969	K - 3
Lewiton, Mina	Candita's choice	Harper	1959	4 - 6
Lexau, J. M.	Jose's Christmas secret	Dial	1963	4 - 6
Mann, Peggy	Secret of the flower boxes	Coward	1966	4 - 6
"	When Carlos closed the street	Coward	1969	3 - 5
Politi, Leo	Juanita	Scribner	1948	K - 3
Sonneborn, R. A.	Friday night is Papa night	Viking	1970	1 - 4
"	The lollipop party	Viking	1967	1 - 3
"	Seven in a bed	Viking	1968	1 - 3
Speevack, Yetta	The spider plant	Atheneum	1965	4 - 6
Talbot, C. J.	Tomas takes charge	Lothrop	1966	3 - 6
Thomas, D. C.	Mira! Mira!	Lippincott	1970	2 - 4

Puerto Rico the Island (Nonfiction)

Call No.	Author	Title	Publisher	Date	Grade
j917.295	Colorado, Antonia	First book of Puerto Rico	Watts	1965	5 - 7
j917.295	Kurtis, A. H.	Puerto Ricans from island to mainland	Messner	1969	4 - 6
j917.295	Manning, Jack	Young Puerto Rico, children of Puerto Rico at work and at play	Dodd	1962	3 - 5
j917.295	Rollins, Frances	Getting to know Puerto Rico	Coward	1969	4 - 6

Puerto Rico - Folklore

j398.2	Alegria, R. E.	The three wishes; a collection of Puerto Rican folktales	Harcourt	1969	4 - 6
jq398.2	Belpré, Pura	Oté, a Puerto Rican folk tale	Pantheon	1969	2 - 4
j398	"	Perez and Martina	Warne	1932	2 - 5
j398	"	The tiger and the rabbit and other tales	Lippincott	1965	4 - 6

TITLES IN SPANISH

(Only a few of those available listed)

Author	Title	Publisher	Date	Grade
Bonsall, Crosby	El caso del forastero hambriento	Harper	1969	1 - 2
*Lenski, Lois	Papa Pequeno - Papa Small	Walck	1961	K - 2
Lenski, Lois	El auto pequeno	Walck	1961	K - 2
Mother Goose in Spanish		Crowell	1969	K - 3
Radlauer, Ruth	Papa es grande	Bowmar	1967	K - 2
Rey, H. A.	Jorge el curioso	Houghton	1961	K - 2
*Stanek, Muriel	Animals we know: Animales que conocemos	Benefic	1968	1 - 2
* "	Going and coming: ir y venir	Benefic	1968	1 - 2
* "	I live in the city: Yo vivo en la ciudad	Benefic	1968	1 - 2

* - Both Spanish and English texts

Hawley Library

Careers - Suggestions

Class No.	Author	Title	Pub.	Date	Grade
j371.42	Kay,Eleanor	The First Book of Nurses	Watts	1968	4-6
j383	Miner,O.I.S.	True Book of Our Post Office and Its Helpers	Children's Pr.	1955	2-4
jq352.2	Zaffo, G.J.	Your Police	Garden City	1956	3-5
j352.2	Miner,O.I.S.	True Book of Policemen and Firemen	Children's Pr.	1963	2-4
j352.2	Dillon, I.K.	Policemen	Melmont	1957	1-3
*j352.2	Robinson,Barry-On The Beat (a team of officers, one white and one black)		Harcourt	1968	3-5
j362	Cosgrove, Margaret-Your Miracle, a Modern Miracle		Dodd	1962	4-6
jq352.2	Colby, C.B.	Police...	Coward	1954	3-5
E	Lenski,Lois	Policeman Small	Walck	1962	K-2
j383	Schloat, G.W.	Adventures of a Letter-	Scribner	1949	1-3
E	Bate,Norman	Who Built the Bridge!	Scribner	1954	K-2
E	Bate,Norman	Who Built the Dam?	Scribner	1958	3-5
j020	Buchheimer,Naomi-Let's Go to the Library		Putnam	1957	K-3
E	Colonius,Lillian-At the Airport		Melmont	1953	2-4
E	Colonius,Lillian-At the Library		Melmont	1953	2-4
E	Colonius,Lillian-At the Post Office		Melmont	1953	2-4
j621	Elting,Mary	Machines at Work	Harvey House	1962	3-4
j387	Elting,Mary	Ships at Work	" "	1962	3-4
j385	Elting,Mary	Trains at Work	" "	1962	3-4
j629.2	Elting,Mary	Trucks at Work	" "	1962	3-4
j614.84	Hefflefinger, Jane	Firemen	Melmont	1957	1-3
j614.84	Collier,James	A Visit to the Firehouse	Norton	1966	2-5
jq371.42	Engemen,Jack	Airline Stewardess	Lothrop	1960	5-6

The City, Its Government, etc.

j352	Schwartz,Alvin	The City and Its People-	Dutton	1967	4-6
j331.8	Schwartz,Alvin	The Night Workers	"	1966	4-6
jq352	Tensen,R.M.	Come to the City	Reilly &Lee	1951	1-3
j352	Gay, Kathlyn	Meet the Mayor of Your City	Hawthorn	1967	5-6
j352	Williams,Barbara-I Know a Mayor		Putnam	1967	2-4
j352	Eichner,J.A.	The First Book of Local Government	Watts	1964	5-6
j352	Turner,Mina	Town Meeting Means Me	Houghton	1951	3-6
j352.5	Schneider,Herman-Let's Look Under the City		Scott	1954	2-5

* - outstanding

Hawley Library

Minority Groups - Suggestions

Chinese in the United States - Stories

Author	Title	Publisher	Date	Grade
Lenski,Lois	San Francisco Boy	Lippincott	1955	4-6
Politi, Leo	Moy Moy	Scribner	1960	K-3

China - Folklore

j398.2	Hume,Lotta	Favorite Children's Stories from China and Tibet	Tuttle	1962	3-4

Japanese in the United States - Stories

Uchida, Yoshiko	The Promised Year	Harcourt	1959	4-6

Japan - Folklore

j398	Haviland,Virginia	Favorite Fairy Tales Told in Japan	Little	1967	3-6
j398.2	Sakade,Florence	Japanese Children's Favorite Stories	Tuttle	1958	3-4

Jews in the United States - Stories

Lewiton,Mina	Rachel	Watts	1954	4-6
Sachs,Marilyn	Peter and Veronica	Doubleday	1969	4-7
Sachs,Marilyn	Veronica Ganz	Doubleday	1968	4-7
Taylor,Sydney	All-of-a-kind Family	Follett	1951	4-6
Taylor,Sydney	All-of-a-kind Family Uptown	Follett	1958	4-6
Taylor,Sydney	More All-of-a-kind Family	Follett	1954	4-6

Jews - History

j296.9	Kamm,Josephine	The Hebrew People	McGraw-Hill	1968	7 & up

Jews - Holidays

j296	Cone,Molly	The Jewish New Year	Crowell	1966	K-3
jq296	Gilbert,Arthur	Your Neighbor Celebrates	Friendly House	1957	7-9
j296	Ish-Kishor,Sulamith-	Pathways through the Jewish Holidays	Ktav Pub.Co.	1967	4-6
j296	Morrow, Betty	Jewish Holidays	Garrard	1967	2-5
jq296	Purdy, S.G.	Jewish Holidays (facts,activities, & crafts)	Lippincott	1968	4 & up
j296	Simon,Norma	Passover	Crowell	1965	K-3
j296	Cone,Molly	The Jewish Sabbath	Crowell	1966	K-3
j294	Fitch, F. M.	One God; the ways we worship Him	Lothrop	1944	4-6

Books on Careers - Supplement

Class No.	Author	Title	Publisher	Date	Grade
Fiction	Greene, Carla	Soldiers and Sailors; What They Do	Harper	1963	1 - 3
"	Kunhardt, Dorothy	Gas Station Gus	Harper	1962	Kg - 2
"	Merriam, Eve	Mommies at Work	Knopf	1961	Kg - 3
Nonfiction					
j330	Colby, C. B.	Night People	Coward	1961	3 - 5
j330	Rowe, J. A.	City Workers	Watts	1969	1 - 3
j352	Slobodkin, Louis	Read About the Policeman	Watts	1966	2 - 4
j352.2	Deming, Richard	The Police Lab at Work	Bobbs	1967	5 - 7
j355	Colby, C. B.	Our Space Age Army	Coward	1961	5 - 7
j355	" " "	West Point	"	1963	4 - 7
j358	" " "	Air Force Academy	"	1962	5 - 7
j359	" " "	Annapolis	"	1964	5 - 7
j362	Collier, James	Danny Goes To the Hospital	Norton	1970	3 - 5
j371.42	Greene, Carla	I Want To Be a Dairy Farmer	Children's Press	1957	1 - 3
j371.42	" "	I Want To Be a Pilot	" "	1957	1 - 3
j371.42	" "	I Want To Be a Postman	" "	1958	1 - 3
j383	Slobodkin, Louis	Read About The Postman	Watts	1966	2 - 4
j551.5	Wolfe, Louis	Let's Go to the Weather Station	Putnam	1959	3 - 6
j610	Coy, Harold	Doctors and What They Do	Watts	1956	5 - 7
j629.13	Shapp, Martha	Let's Find Out About Airplanes	Watts	1968	1 - 3
j629.133	Branley, Franklyn	Man in Space To The Moon	Crowell	1970	5 - 6
j629.133	Freeman, Mae	You Will Go To The Moon	Random	1971	1 - 3
j629.2	Lent, H. B.	Here Come The Trucks	Macmillan	1954	3 - 5
j629.2	Stevens, L. A.	The Trucks That Haul By Night	Crowell	1966	3 - 4
j631	Campbell, Ann	Let's Find Out About Farms	Watts	1968	1 - 3

To: All Principals and 6th grade teachers

From: Gilbert Hatch, Director CCOP

Subject: A. V. materials available for use in preparing students for Career Exploration Day, May 24-25, 1972

All of the materials listed here are in our A.V. Dept. Before requesting a film or kit, a teacher should read the description of it in the A. V. catalogue to be sure it is suitable for his purposes.

Title	Catalogue No.
Firemen On Guard	S-409
Policemen: Day & Night	S-410
Fred Meets A Bank	S-534
Let's Visit A Shopping Center	S-487
Where Does Our Food Come From	S-504
A Community Keeps Healthy	S-489
Behind The Scenes At The Super Market	S-368
Farmer Don & The City	S-367
The Fireman	S-53
The Mailman	S-54
New England Fishermen	S-59
People Who Work At Night	S-369
A Visit With The Cowboys	S-101
The Factory: How Products Are Made	S-140
The Farmer	S-134
Food Store	S-118
Our Community	S-103
Bread	S-106
Milk	S-108
Wool	S-104
Cotton	S-110
Behind The Scenes At The Airport	S-49
Water For The City	S-591
Cities & Commerce - Where Do We Get Our Goods & Services	S-644
Cities & Manufacturing - Where We Make Things	S-665
Families & Jobs: Risa Earns Her Dime	S-666
Cities & Shopping - Where We Get Our Food	S-667
Cities & Transportation - Moving People & Goods	S-668
Southern New England Region: New Industries	S-663
Southeast Challenge & Change	S-574
Communications & The Community	S-741
Getting The News - Special Report	K-142
Black Americans At Work	K-198
Job Attitude - Why Work At All	K-201
Job Attitude - Liking Your Job & Your Life	K-202

To: Principals, Elementary Schools
Teachers, Fifth Grade

From: Gil Hatch, Bill Boyle, Steve Weinberg

Re: Films and Materials related to Ecology

The following materials are available in the catalog of audio-visual supplies for ELEMENTARY SCHOOLS:

NUMBER	TITLE	LEVEL	CATALOG PAGE NUMBER
S-32	Living Things In A Drop Of Water	P-I	Pg. A56
S-56	Wonders In A Country Stream	I	Pg. A6
S-55	Wonders In Your Own Backyard	I	Pg. A6
S-135	Weather Station	P-I	Pg. A14
S-160	Plants Make Food	I	Pg. A16
S-230	Changing Forest	I	Pg. A21
S-309	Climate and World We Live In	I	Pg. A26
S-422	Geography Of Your Community	I	Pg. A34
S-579	Life Story Of A Water Flea	I	Pg. A47
S-604	Trees: H ow We Identify Them	I	Pg. A50
S-529	Insects: A First Film	P-I	Pg. A49
S-587	Food From The Sun	P-I	Pg. A48
S-680	Spring Comes To A Pond	P-I	Pg. A56
S-693	The Aquarium - Classroom Science	P-I	Pg. A57
S-705	Microscopic Life	I	Pg. A57
S-751	Life In An Old Dead Tree	I	Pg. A60
K-36	Birds And Their Songs	I	Pg. B3
K-225	Ecology: Can Man & Nature Coexist?	I	Pg. B13
K-236	Ecology, Pollution and Building The Earth	I	Pg. B13
SP-12	Common Insects	P	Pg. 1 & 2

NUMBER	TITLE	LEVEL	CATALOG PAGE NUMBER
SP-19	Insects Harmful To Man	I	Pg. 1 & 2
SL-11	Ornithology (slides)	I	Pg. J-1

The following materials are available in the catalog of audio-visual supplies for SECONDARY SCHOOLS:

NUMBER	TITLE	LEVEL	CATALOG PAGE NUMBER
S-228	Balance In Nature	J-S	Pg. A17
S-32	Tiny Water Animals	J-S	Pg. A44
S-646	Polar Ecology - Prepator And Prey	J-S	Pg. A62
S-705	Microscopic Life	J	Pg. A68
S-710-711-712	Weather In Action		Pg. A69
S-742	Great Weather Mystery	J-S	Pg. A72
SL-5	Entomology Slides		Pg. J1
SL-43	BSCS Inquiry Slides For Biology	J-S	Pg. J7